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John H. Johnson





AGASSIZ GRAMMAR SCHOOL.

SCHOOL DOCUMENT NO. 19—1894.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON,

1894.



PUBLISHED

CITY OF BOSTON
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УРАГАНИОЛУР
ЭНТ ЖО
МОТЗОВЧАУПЛО

REPORT.

The committee appointed to prepare the Annual Report of the School Committee for the year 1894 respectfully submit the following report:

STATISTICS.

The school-year in Boston begins in September and closes in June. The statistical reports are published semi-annually — one covers the first five months of the school-year, and is issued in March; the other covers the last five months of the school-year, and is issued in September. The financial year ends January 31, and the reports of the financial committees of the Board are published in March. The annual school report covers the municipal year, and is issued in December. Following the custom of previous committees, we give below the statistics for the year ending June 30, 1894:

Number of persons in the city between five and fifteen years of age, May 1, 1894	76,139
Whole number of different pupils registered in the public schools during the year ending June 30, 1894 :	
boys, 38,105 ; girls, 36,223 ; total	74,328

REGULAR SCHOOLS.

<i>Normal School.</i> — Number of teachers	11
Average number of pupils belonging	189
Average attendance	182

<i>Latin and High Schools.</i> — Number of schools	11
Number of teachers	130
Average number of pupils belonging	3,559
Average attendance	3,364
<i>Grammar Schools.</i> — Number of schools	55
Number of teachers	766
Average number of pupils belonging	32,422
Average attendance	29,629
<i>Primary Schools.</i> — Number of schools	494
Number of teachers	494
Average number of pupils belonging	26,354
Average attendance	22,827
<i>Kindergartens.</i> — Number of schools	46
Number of teachers	83
Average number of pupils belonging	2,575
Average attendance	1,861

SPECIAL SCHOOLS.¹

<i>Horace Mann School for the Deaf.</i> — Number of teachers,	12
Average number of pupils belonging	97
Average attendance	84
<i>Evening Schools.</i> — Number of schools	16
Number of teachers	174
Average number of pupils belonging	5,205
Average attendance	3,398
<i>Evening Drawing Schools.</i> — Number of schools	5
Number of teachers	27
Average number of pupils belonging	559
Average attendance	491
<i>Spectacle Island School.</i> — Number of teachers	1
Average number of pupils belonging	17
Average attendance	14

¹ There are fifteen Manual Training Schools and fourteen Schools of Cookery, but as the pupils of the regular public schools attend them, they are not included in these tables.

RECAPITULATION.

Number of schools:

Regular	607
Special	23

Number of teachers:

In regular schools	1,484
In special schools	214

Average number of pupils belonging:

In regular schools	65,099
In special schools	5,878

Average attendance:

In regular schools	57,863
In special schools	3,929

SCHOOL SYSTEM.

The public-school system of Boston comprises 54 Kindergartens, 499 Primary Schools, 55 Grammar Schools, 8 High Schools, 2 Latin Schools, 1 Normal School, and 1 Mechanic Arts High School. In addition to these schools, the following special schools are maintained: Horace Mann School for the Deaf, 1 Evening High School, 16 Evening Elementary Schools, 5 Evening Drawing Schools, 15 Manual Training Shops, and 14 Cooking Schools.

SCHOOL COMMITTEE.

Previous to 1789 the schools were under the direction and supervision of the Selectmen. In September, 1789, a committee of one from each ward was appointed at a town-meeting to draft a new system for the organization and government of the schools. This committee presented their report October 16,

recommending that the number of schools be seven, and that they be placed under the charge of a School Committee composed of the Selectmen, and one from each ward, to be chosen annually by the town. In 1822 the city was incorporated. The City Charter provided that the School Committee should consist of the Mayor and Aldermen, and twelve other members, one from each ward, elected annually. In 1835 the City Charter was amended, providing that the School Committee should consist of the Mayor, the President of the Common Council, and twenty-four members, two from each ward in the city, who should be elected annually. The revised City Charter of 1854 provided that the School Committee consist of the Mayor, the President of the Common Council, *ex officio*, and six inhabitants from each ward. There were twelve wards. The charter provided that one-third of the members of the Board should be elected annually for a term of three years.

By the annexations of Roxbury, Charlestown, Dorchester, West Roxbury, and Brighton, the number of wards was increased, so that in 1875 the School Board numbered one hundred and fourteen members in addition to the Mayor and the President of the Common Council. By a special act of the Legislature, approved May 19, 1875, the School Committee was reorganized, and it was provided that the School Committee should consist of the Mayor, who should be *ex officio* chairman of the Board, and twenty-four members, elected at large by the people, eight members to be annually elected for a term of three years. In May, 1885, the City Charter was

again amended. By the act then passed, the Mayor's connection with the Board as a member was dissolved.

The present School Board consists of twenty-four members, elected at large by the people, eight members being annually elected for a term of three years.

The officers of the School Board are a President, Secretary, Auditing Clerk, Superintendent of Schools, and not exceeding six Supervisors.

SUPERINTENDENT AND SUPERVISORS.

By the Act of 1875, reorganizing the School Committee, it was provided that the School Board should elect a Superintendent of Schools, and a Board of Supervisors, consisting of not more than six members, who should hold their office for a term of two years. It was further provided that the Superintendent should be a member of the Board of Supervisors, and, when present, should preside at their meetings. The School Committee in providing the duties of these officers adopted the plan of an advisory Superintendent and an executive Board of Supervisors. As was natural, the plan adopted being different from any other plan of supervision in operation in other cities, there were some who were opposed to it.

Since the establishment of the Board of Supervisors, questions relative to the way in which the most effective work of that Board could be secured have been presented. Upon the approach of the time for the election of Supervisors questions have arisen concerning the necessary number of these officials, and their duties, and able and interesting

reports have been presented at such times, but the general plan originally adopted has not been materially changed until the present year. At a meeting of the School Board held January 11, 1894, an order was passed, "that a committee of five members of this Board be appointed by the Chair to take into consideration what, if any, changes in the duties, at present assigned to the officers of the Board, may be made, to the end that greater efficiency may be secured in the administration of the affairs of the schools of this city." At the next meeting of the Board the special committee was appointed, and immediately began the consideration of the subject. In June of this year this special committee submitted a report. In their report the committee, after alluding to the high reputation our schools have enjoyed, state:

But this success has been achieved, as your committee have discovered, in the face of limitations of administration which would have sorely tried any school system in the hands of less able supporters. . . . The limitations to which we refer have arisen, as we find, from a conscientious interpretation by the School Committee in past years, of the duties imposed upon them by the law which makes this Board wholly responsible for the administration of the public schools of our city. This responsibility has been construed as rendering it obligatory on members of the committee not only to give attention to affairs of legislation, but also to largely assume executive functions in the educational departments of school-work. This has been demonstrated by the manner in which the management of special departments has been placed in the hands of sub-committees, who, in the absence of any general executive agent of the Board, have carried on the work of these departments, even to the minutest details, at a sacrifice of time and attention that ought not to be expected of members of the School Committee.

In alluding to the duties of the Superintendent, the special committee state, that while required by the regulations to inform himself in regard to the public-school system in general, and on the condition of the schools of this city in particular, no means are provided whereby he shall be systematically supplied with information concerning the schools. Nobody reports to him on these matters. No system of reports from Supervisors, masters, or special instructors are at his command. It is true he has access to the reports of special committees, and those made by the Supervisors to the Board, but he has no one whom he can authoritatively detail to look up facts needed for any special purpose; and, wanting information of this kind, he has only to betake himself personally to the school or locality where inquiry is to be made. The only executive authority heretofore given to the Superintendent is that of dismissing the schools on account of teachers' meetings or of stormy weather. The committee continue:

But your committee is persuaded that the time has come when the office of Superintendent of Public Schools of Boston should be elevated to a position of dignity and responsibility commensurate with its significance and importance. No longer should its incumbent be held in undignified subordination. Rather let him be placed as the true executive head of the schools, responsible to the School Committee and to the public for the successful operation of the department of instruction committed to his care.

The special committee state in their report that they believe the Supervisors should be relieved of some of the duties which have hitherto so largely engaged their time and attention, and assigned to higher and

more important work suited to their ability and educational experience. Relieved of some of their present duties, the Board of Supervisors, with the Superintendent as its chairman, should constitute the advisory Board of the School Committee, to whom all questions in regard to courses of study, text-books, discipline, or other matters, coming before the School Committee, should be first submitted for consideration and study, and whose conclusions, opinions, and advice, furnished in advance of debate by the Board, would be of great service to the School Committee in the discharge of its legislative duties. In further defining the changes recommended the special committee state:

It will be seen that while large advisory powers will thus be conferred on the Board of Supervisors, the School Committee will be relieved of no portion of the responsibility heretofore resting upon it in determining the policy to be adopted in the administration of the schools. Sub-committees, as now, will have general supervision of special branches of instruction in the schools, looking more particularly to results, while the details of the work will be carried on under the direction of the special instructors in the departments, themselves a part of the great machinery, moving harmoniously under the guiding hand of the Superintendent.

It will be observed that, having discharged their duty as a Board, the members of the Board of Supervisors, as individuals, will enter the executive field under the direction of the Superintendent, each being assigned to a district, where, relieved of much of the duty of examining individual teachers, heretofore devolving upon them, and associated with the several masters of the district in which they are located, they will be able to study the progress and needs of the schools, and lend encouragement and aid to the work in which all are engaged.

The principal changes in the existing plan suggested by the special committee were: (1) The change from an advisory Superintendent to an executive Superintendent; (2) The change from an executive Board of Supervisors to an advisory Board; (3) Providing that the Supervisors when not acting as a Board shall perform their duties under the direction of the Superintendent; (4) Placing the directors and instructors of special schools and subjects in charge of the Superintendent; (5) Providing that all reports heretofore made to the Board of Supervisors be made hereafter to the Superintendent.

The report of the special committee was presented to the Board June 12, 1894, and accepted. The order proposing changes in the rules and regulations to carry out the recommendations of the committee took its first reading at that meeting. At the meeting of the Board held June 26, 1894, the order came up for its second reading, and the subject was laid on the table. As this was the last regular meeting of the Board before its adjournment for the summer, no further action was taken on the order to change the rules and regulations until the first meeting of the Board in September, when the subject was taken up and the order, without any changes, was unanimously adopted by the Board.

NORMAL SCHOOL.

The graduating class, June, 1894, numbered 70. Your committee quote largely from the annual report of the school. This class was the first that has enjoyed the advantages of the two years' course of

study. They received two weeks' additional practice in teaching, and eighteen additional weeks of the theoretical and practical study of their profession. This has enabled them to study some phases of professional work more thoroughly than preceding classes have been able to do. A special feature of the class who graduated last June was the optional courses authorized by the School Board last year. The Kindergarten class was continued under the same general direction as heretofore. All the class, except those who took the course in the Theory and Practice of the Kindergarten, were required to elect one of the other authorized optional courses for the fourth term, and to devote to it ten hours a week,—five of study and five of recitation. The election of courses by the members of the class was as follows: Gymnastics, 11; Elementary Science, 13; Manual Training, 5; Form, Color, and Drawing, 13; Music, 14; Cooking, 1; Sewing 2. Instruction has been given in all these departments except cooking. On account of the insufficient accommodations and inadequate equipment for its work, the school has been seriously hindered, and were it not for the assistance received by outside friends some of the work of the school would have to be dispensed with. The practical work in gymnastics could not have been successfully carried out, as there is no gymnasium in the school, but for the kindness of the Director of the Boston Normal School of Gymnastics. The well-equipped gymnasium of that institution has been placed at the disposal of the special students of gymnastics four

times a week. Much of the success of the course in Elementary Science has also been due to the liberality of the friends of the school. The school itself has no laboratory, possesses no microscopes, and few books other than the elementary text-books, and the problem of how it should give special students competent preparation for teaching seemed very serious. Recognizing the needs of the school, the Society of Natural History generously offered the free use of their collections, their laboratory,—including a compound microscope for each student,—besides instruction from well-known specialists in Zoölogy and Geology. To the Biological Department of the Institute of Technology the school is also deeply indebted. They, too, have generously given the use of microscopes, access to their library, and a large measure of their time.

We extend to these friends of the Normal School, and especially to the Boston Normal School of Gymnastics, the Boston Society of Natural History, and to the Institute of Technology, our grateful acknowledgment of their favors, and the thanks of the School Committee for their interest and generous aid in behalf of the Normal School.

The demand for increased accommodations for this school grows more urgent every year. So much has been said, that there seems no need to repeat the oft-told tale here. If Boston is to maintain a Normal School it should be one which is second to none in the country. A new building, properly equipped for the work of such a school, has long since ceased to be desirable, and is to-day an absolute, pressing necessity.

LATIN AND HIGH SCHOOLS.

In March of the present year a numerously signed petition was presented to the Board asking for the modification of the course of study in the Girls' Latin School. The Joint Committee on High Schools and Examinations, to whom the petition was referred, reported that the prayer of the petitioners should be granted, and the Board of Supervisors prepared a course of study in elementary and advanced German, which was adopted by the School Board. Pupils in the Girls' Latin School are now permitted to take this course instead of the course in elementary and advanced Greek.

For several years lunches have been served to the pupils in some of the High Schools. At the first meeting of the Board in October an order was presented "that the Committee on Hygiene and Physical Training be authorized to prescribe and regulate the lunches furnished in all the schools where lunches are provided for sale." The Committee on Rules and Regulations, to whom the order was referred, reported that the Board could assume no control over the lunches furnished by parents to pupils, but they believed it to be the duty of the Board to provide that no lunches furnished to pupils in our school-buildings, with even the passive consent of the Board, should be of an injurious, unsuitable, or harmful nature; and that the lunches should be furnished at a reasonable cost. The committee presented an order, which was adopted by the Board, "that all lunches sold in public school-buildings

shall be such as are approved by the Committee on Hygiene and Physical Training, and that said committee be instructed to report to the Board a plan for supplying lunches at a proper price." In November, the Committee on Hygiene and Physical Training submitted a report upon the subject, which was adopted by the Board, and that committee was authorized to arrange with the manager of the New England Kitchen to provide five and ten cent lunches for sale to such scholars as desire to purchase them.

GRAMMAR SCHOOLS.

There have been several matters relating to this grade of our schools which have received the attention of the Board during the year, the most important of which are the following, given in the order of their presentation:

Departmental Instruction.—Departmental instruction has been in practice in our schools for many years. In the High Schools, for example, the instruction has been mainly departmental for a long time. In the Grammar Schools, special subjects, such as sewing, cooking, wood-working, and to some extent the regular studies, have been taught departmentally. But there has been no effort made to introduce the departmental plan generally into the Grammar Schools until within a few years. In the annual report of the Board of Supervisors for 1891, the subject was mentioned and the suggestions thereon, contained in said report, were referred to the Committee on Examinations, who

submitted a report to the Board in December, 1893. Included in said report was a special report of the Board of Supervisors on the subject. This special report of the Board of Supervisors recommended (1) that departmental instruction in Grammar Schools be permitted; and that the principals of Grammar Schools be advised to organize, if practicable, the instruction in them departmentally. (2) That the Committee on Examinations be authorized to select two or more Grammar Schools into which, with the approval of the Division Committees in charge, departmental instruction shall be introduced and tried in whole or in part during the school-year 1894-95. The Committee on Examinations indorsed the recommendations of the Board of Supervisors, and presented orders to the School Board embodying such recommendations. As the report was presented at the last meeting of the year, no action was then taken upon the subject. Early in the present year, the report was considered by the Board, and accepted, and the recommendations adopted unanimously, with the exception that the number of Grammar Schools to be selected for the trial of the experiment was limited to nine. Eight of the nine schools have been selected in which the instruction, to some extent at least, is now departmental. We believe there is a deep and general interest in this matter, and the results of the experiment now being tried will be eagerly looked for.

Parallel Courses of Study. — In April last the following order was presented to the Board, and referred to the Committee on Examinations:

Ordered, That the work of the Grammar Schools be arranged in two parallel courses, one to be accomplished in six years and the other in four years; and that the work of the Primary Schools be arranged in two parallel courses, one to be accomplished in three years, and the other in two years.

The Committee on Examinations, to whom the order was referred, submitted a report to the Board, December 11, that it was, in their opinion, desirable to provide the two parallel courses of study for the Grammar Schools. At the same time the committee presented a four years' course of study for the Grammar Schools, prepared by the Board of Supervisors. This course was adopted by the Board. There seemed to be no strong reasons for changing the six years' course, at least for the present. This action of the Board provides therefore two courses of study for the Grammar Schools, one to be completed in six years and the other in four years. This plan also provides two ways in which the course of study may be completed in five years. A pupil may enter upon the six years' course and at the end of three years be transferred to the work of the four years' course and finish in two years more; or he may enter upon the four years' course and at the end of two years be transferred to the work of the six years' course and finish in three years more. The plan of parallel courses of study has been in successful operation in the city of Cambridge for the past two years or more, and the experience in that city has been of great assistance to this Board in formulating the plan for adoption here.

Upon the recommendation of the Committee on

Examinations, the subject of providing parallel courses for the Primary Schools has been deferred for the present.

Enrichment of the Grammar School Course of Study.—At a meeting of the National Educational Association, July 9, 1892, a Committee on Secondary School Studies was appointed. In 1893 the report of this committee (generally referred to as the "Report of the Committee of Ten") with the reports of the conferences arranged by this committee and held December 28, 1892, was published. The Superintendent of Schools of this city has devoted much of his last report to the review of this report of the Committee of Ten, and in closing his report states that the chief part of his report "has been devoted to a consideration of the Report of the Committee of Ten, because in that way could be brought up for discussion and possibly for settlement, so far as our own schools are concerned, the many important questions which that celebrated document has brought to public attention throughout the country."

At the first meeting of the Board in September last the following communication from the Superintendent was received by the Board:

BOSTON PUBLIC SCHOOLS.

SUPERINTENDENT'S OFFICE, MASON ST., Sept. 11, 1894.

MR. FRED. G. PETTIGROVE, *President of School Committee:*

DEAR SIR: The interesting question of enhancing the usefulness of our Grammar Schools by providing in them for the study of Latin, French, German, Geometry, Algebra, and Physics at an earlier age than is now possible under our present school organ-

ization, has, as is well known, received much attention throughout the country; and experiments are now going on, particularly in some towns and cities near Boston, for the purpose of testing the practicability of such studies in the courses of public Grammar Schools. The last report of the Superintendent of Public Schools of Boston was designed to give the School Committee and the interested public full and particular information as to the changes which would be wrought in the public schools of that city, if all the recommendations of the Committee of Ten were carried into effect.

Without now asking the School Committee to consider all the questions that have arisen or might arise in relation to the general subject, I beg leave to submit a proposition looking to an immediate trial this year of some of the proposed enrichments of the Grammar School course. My proposition is this, that the Superintendent of Public Schools be authorized to introduce the studies of Latin, French, German, Geometry, Algebra, and Physics, or any of these, into any Grammar School in which are found teachers able and willing to teach any children whose parents wish them to be taught any of these subjects; and to make necessary changes for the time being in the established course of study so far as such children are concerned; this grant of authority to be temporary merely and solely to ensure the carrying on of the proposed experiments under the best conditions.

From the results of careful experiments far more than from theoretical discussions will come the light by which our future course should be guided.

Very respectfully yours,

EDWIN P. SEAVER,

Superintendent, Public Schools.

This communication was referred to the Committee on Examinations, who reported at the next meeting of the Board (Sept. 25, 1894) that in the opinion of that committee the experiment suggested by the Superintendent in his communication should be tried, and presented an order to that effect. This order

was referred to the Board of Supervisors, who reported at the next meeting of the School Committee (Oct. 9, 1894) unanimously indorsing the suggestions of the Superintendent and recommending the passage of the order presented by the Committee on Examinations. The order was passed by the Board, and later in the year text-books were authorized to carry out the experiment of introducing the studies, recommended by the Superintendent, into the Grammar Schools.

Omission of Diploma Examinations.—In 1893 the question of omitting the diploma examinations was earnestly discussed by the Board. Upon the request of the Board, the Board of Supervisors presented a plan to be substituted for the existing plan of diploma examinations. Recommendations of the Board of Supervisors were also presented with regard to a substitute plan for promotions from the Primary to the Grammar Schools. The Committee on Rules and Regulations, to whom the matter was referred, reported in favor of the plan submitted by the Board of Supervisors, and said plan was substituted, by vote of the Board, for last year. The Committee on Examinations submitted a report in September last on the subject of omitting the diploma examinations this year. The committee state in their report that “while favorably impressed with the results of the experiment thus far, they are of the opinion that it would not be wise to make a permanent change at present, but to continue the substitute plan for another year.” The Superintendent gave his opinion that he did not think that the

experiment tried last year of omitting the diploma examinations was enough to be decisive, and that he believed it would be more satisfactory in the end if the experiment could be tried another year. In accordance with the recommendation of the Committee on Examinations, and the opinion of the Superintendent, the Board voted to dispense with the diploma examinations this year, and continue the substitute plan tried last year.

KINDERGARTENS.

Nine Kindergartens have been added to the school system this year, making a total of fifty-four schools of this grade. Thirteen Grammar School districts are not yet provided for, and in five districts additional Kindergartens are needed.

The relation between the Kindergartens and the other grades of schools grows more friendly each year. The principals of the Grammar Schools take more interest, and are beginning to give the Kindergartens the care and attention that they give to the other schools under their charge, and the Kindergartens gain steadily in vigor and effectiveness. The teachers are better equipped, more competent, and more skilful. But much remains to be done, both in and beyond the Kindergartens. The relation to the Primary grades is not as vital as it should be. Sporadic attempts have been made to unite the work more closely, but no real union can take place until the work of the Kindergartens and Primary grades are based upon some continuity of plan which provides for the carrying on of the work begun in the Kindergartens.

Three things seem to be necessary. 1. That as far as practicable; the rule providing that children shall have one year's instruction in a Kindergarten before entering upon the Primary School work should be carried out. 2. That a course of work shall be arranged which will make the transition from the Kindergarten to the Primary School a gradual one; which shall include the subjects of the Kindergarten adapted to Primary work, and of which all teachers recognize the value. 3. That a reduction in the number of pupils to a teacher shall be made so that more individual work may be done with the pupils; and so that a teacher shall not be required to teach, develop, train, help, and be patient with fifty-six pupils of any age, when they are forming habits on which the character of their future work depends.

Your committee have long been of the opinion that when these changes are made there will be a saving of one year or more to the pupils who now take four years to do the work of the Kindergarten and Primary grades. We believe these pupils will enter upon the work of the Grammar grades better prepared than they are now. The question is one of adjustment and not of radical change for either the Kindergarten or Primary work. It is believed that when this adjustment takes place the saving of time will prove that the Kindergartens do not greatly increase the expense of the schools, but add to their strength and efficiency.

One of the most important acts of the Board relating to the successful carrying out of the work of the Kindergartens, and which, in our judgment, will be

of the greatest benefit to this grade of schools, is that recently taken in the establishment of the office of Director of Kindergartens. For some time there has been a conviction in the minds of those who are thoroughly conversant with the methods, purposes, and aims of the Kindergartens, that there was a great need for the appointment of some one of unquestioned ability, knowledge, and experience to whom should be assigned the supervision and direction of the Kindergartens. This long-felt want is now supplied, and we believe the wisdom of the action of the Board in establishing the office of Director will be fully demonstrated.

EXPENDITURES*

It has been the determination of the School Board to permit no just cause to exist for criticism concerning the management of the public-school finances. There is no duty which the Board has more conscientiously performed than that relating to the school expenses. The Rules of the Board provide that the Committee on Accounts (consisting of five members) shall, after conference with the Committee on Supplies (consisting of five other members), annually prepare and present to the Board in print, on or before the last regular meeting of the Board in December, an estimate of the expenses of the public schools for the next financial year. This estimate, after approval by a two-thirds yea and nay vote of the Board, is sent to the Mayor.

These estimates are very carefully made up, showing to the minutest details the amount needed, even to the number of teachers of each rank in the service

and the amount required for each; and the amount for each department of supplies, and incidental expenses.

Any citizen, who desires to do so, can readily inform himself, through the printed reports of the Committees on Accounts and Supplies, how every dollar is expended on the part of this Board.

Every item of expense comes under the personal scrutiny of ten of the twenty-four members of the Board. Every pay-roll and bill of expenditure, after being properly audited by the financial committees of the Board, are sent to the City Auditor, where they are audited by the proper authorities on the part of the City Government before they are paid. It is with the greatest confidence that the Board refers to its record in regard to school expenditures, and cordially invites the most searching investigation as to the manner in which this public duty is executed.

The following table shows the expenditures made for carrying on the schools, exclusive of furniture, repairs, and new school-houses, since the reorganization of the School Board, a period of seventeen years and nine months:

YEAR.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per Pupil.
1876-77 . .	\$1,525,687 74	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78 . .	1,455,687 74	30,109 31	1,425,578 43	51,759	27 54
1878-79 . .	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80 . .	1,416,852 00	49,090 28	1,367,761 72	53,981	25 34
1880-81 . .	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49
1881-82 . .	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83 . .	1,413,811 66	73,278 56	1,340,533 10	57,554	23 29
1883-84 . .	1,452,854 38	70,064 66	1,373,789 72	58,788	23 37
1884-85 . .	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
1885-86 . .	1,485,237 20	31,213 34	1,454,023 86	61,259	23 74
1886-87 . .	1,485,343 29	33,358 28	1,451,955 01	62,259	23 32
1887-88 . .	1,536,552 99	37,092 81	1,499,460 18	62,226	24 10
1888-89 . .	1,596,949 08	30,585 52	1,557,363 56	64,584	24 11
1889-90 . .	1,654,527 21	39,912 30	1,614,614 91	66,003	24 46
1890-91 . .	1,685,360 28	41,209 06	1,644,151 22	67,022	24 53
1891-92 { . . nine months } .	1,295,981 34	30,757 31	1,265,224 03	67,696	18 69
1892-93 . .	1,768,985 64	37,578 66	1,731,406 98	68,970	25 10
1893-94 . .	1,822,052 26	40,709 13	1,781,343 13	71,495	24 92

It will be seen that the cost per pupil for the year 1893-94 was considerably less than that of any of the first four years given in the above table, and was eighteen cents less per pupil than for the previous year, 1892-93.

Since 1889 the power and authority of making the repairs on the school-buildings has been vested in the School Board.

The following table shows the cost of repairs made and furniture provided since 1876-77:

YEAR.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per Pupil.
1876-77 . . .	\$165,876 72	. . . . .	\$165,876 72	50,308	\$3 30
1877-78 . . .	126,428 35	. . . . .	126,428 35	51,759	2 45
1878-79 . . .	114,015 32	. . . . .	114,015 32	53,262	2 14
1879-80 . . .	98,514 84	. . . . .	98,514 84	53,981	1 82
1880-81 . . .	145,913 55	\$205 00	145,708 55	54,712	2 66
1881-82 . . .	178,008 88	247 50	177,761 38	55,638	3 19
1882-83 . . .	189,350 83	231 00	189,119 83	57,554	3 29
1883-84 . . .	186,852 18	300 00	186,552 18	58,788	3 17
1884-85 . . .	198,059 11	526 50	197,532 61	59,706	3 31
1885-86 . . .	188,435 03	137 50	188,298 13	61,259	3 07
1886-87 . . .	171,032 71	295 92	170,733 79	62,259	2 74
1887-88 . . .	243,107 89	221 00	242,886 89	62,226	3 90
1888-89 . . .	251,736 17	153 00	251,583 17	64,584	3 90
1889-90 . . .	262,208 75	850 20	261,358 55	66,003	3 96
1890-91 . . .	263,860 16	208 00	263,652 16	67,022	3 94
1891-92 } . . . nine months }	205,344 27	595 50	204,748 77	67,696	3 02
1892-93 . . .	221,905 53	165 00	221,740 53	68,970	3 22
1893-94 . . .	190,465 06	. . . . .	190,465 06	71,495	2 66

It will be seen that although the average amount allowed for several years preceding 1893-94 was about \$240,000, the amount allowed and spent in 1893-94 was less than \$200,000. In our judgment the amount allowed was less than that which was needed.

In December, 1892, the estimates for 1893-94, approved by the School Board and sent to the Mayor, called for the sum of \$2,090,320, exclusive of new school-houses. The City Council granted two appropriations for the running expenses of the schools: one of \$1,804,000, under the head of "School Committee," and the other, \$190,000, under the head of

"Public Buildings — Schools;" making a total of \$1,994,000, a reduction of \$96,320 from the amount requested by the School Committee. Of this reduction \$71,000 were taken from the appropriation requested for repairs, etc., of school-houses. The total amount granted was less by \$6,000 than that allowed for the year previous, although the number of pupils in the schools is increasing at the rate of two to three per cent. each year. This fact alone ought to indicate that an increased rather than a diminished appropriation should be allowed. No notice was apparently taken of the special appropriation of \$66,200 for extraordinary repairs asked for to comply with the laws of the State, and to furnish improved sanitary conditions of buildings, and to provide better egress and fire-escapes for the school-houses. The amount appropriated, notwithstanding the most strenuous efforts of the Board to keep within the appropriation, left a deficit at the close of the year of \$15,254.11, which amount was transferred from other accounts by the Mayor and the City Auditor.

The estimates for this year (1894-95), approved by the School Board and sent to the Mayor in December, 1893, called for an appropriation of \$2,192,000, exclusive of new school-houses, and for \$90,000 for extraordinary repairs. The City Council made two appropriations for the public schools: one of \$1,840,000, under the head of "School Committee," and the other of \$190,000, under the head of "Public Buildings — Schools." This was a reduction of \$162,000 from the amount asked for the running expenses of the schools, while the special appropriation was as

usual overlooked. The result was, that although the Board tried loyally to meet the great demands made upon it, and every item of expense was most rigidly inquired into, and the strictest economy exercised, at the close of the year we found it necessary to ask for an additional appropriation of \$43,000.

We earnestly request the City Council to look very carefully into the estimates presented by this Board. Our record of the past should be some reason for placing confidence in our work, and securing for our recommendations the most careful and just consideration of the City Council.

The cordial and liberal support of the public schools by the people of our city is unquestionable. There can be no doubt of their desire to maintain our schools in the high position they have attained; that due care should be taken to keep our school-buildings in proper repair, and in such condition as will not endanger the health of school children.

SCHOOL-HOUSES.

At no time in the history of our city has the lack of school accommodations been so pronounced as at present. The great need of additional school-houses has become so conspicuous that some special and decisive action should be immediately taken. A strong effort was made by this Board in 1889 to stem the tide, and with the hearty and sympathetic coöperation of the City Council a beginning was made in the right direction, and several school-houses were provided for; but the interest flagged, other

matters seemed to secure the attention of the City Council, and our repeated appeals to carry on the good work were coldly received. Our records and reports testify to the earnestness with which we have called attention to the rapidly increasing demands for more room for our pupils. Had the generous and wise efforts of the City Council of 1889 been continued a few years, our school-buildings would now be in a favorable condition and adequate for the children; but unfortunately such has not been the case, and we find ourselves to-day in a most anxious and deplorable state. A great public exigency exists, and one that cannot be set aside, but must be provided for without delay.

In every section of the city the demands for new school-buildings are great, but more especially so in the suburban districts. The needs of the Grammar and Primary Schools have always been considered first, but at this time the demands of the High Schools, set aside as they have been from year to year, cannot longer be overlooked. But the Grammar and Primary School wants have been allowed to accumulate until they have reached really alarming proportions. The Committee on School Houses have been asked to furnish the Board with a full list of new school-houses now needed in this city, and we understand that a very large sum of money will be required to provide the buildings which are needed.

If it were true that the School Committee had not called the attention of the City Council to the need of new school-houses when their need became known, we should feel it but right that a large part

of the responsibility for the present condition of things should rest upon this Board. But such is not the case. Every year since 1889 this Board has presented a printed report on the subject of school accommodations, containing a list of the new buildings needed. These reports have been submitted to the City Council early in each year, with recommendations for the appropriation of the necessary amounts to purchase sites and erect the buildings. In addition to these reports requests have been sent to the City Council for other wants which have become urgent during the year. These lists submitted each year have not been *full lists* of buildings needed, but those which were in the judgment of the Board absolutely necessary, and upon which immediate action seemed essential. Last February the amount called for in the special report was \$898,500, only a comparatively small part of which was granted.

We wish it to be understood that the powers of the School Committee in regard to providing new school-houses are much more restricted than is generally supposed. The School Board cannot purchase school sites or provide for the erection of school-houses until the necessary appropriations are granted by the City Council. The obtaining of these appropriations is replete with delays. Years frequently pass between the time of asking for and the time of the granting of such appropriations. The putting off of the granting of the needed appropriations, and the consequent delay in providing for new buildings, is the chief cause, in our opinion, for the present large demands for new school-houses.

From indications which have come to our knowledge a very large amount of money will be required to supply the school-houses now needed. It will probably be impossible for the City Council to provide for so large a sum as the existing needs call for in the loan bills of one year, and it may be thought desirable to appeal to the Legislature for special authority to raise the required amount.

MANUAL TRAINING.

Recognized as a legitimate part of the school-work, with time allotted to it in the course of study, and having the cordial coöperation and support of the Board and the teachers, the educational and practical value of manual training is no longer a matter of discussion.

In our remarks upon this subject we quote largely from the recent excellent report of the Committee on Manual Training.

The work in this department has been slowly but steadily enlarged and broadened during the last two years. The course of instruction is now progressively arranged from the Kindergartens through the Primary and Grammar grades.

Sewing naturally takes precedence, both because it has been a subject of instruction for many years, and for its intrinsic importance. Its educational value, and the small cost of materials and instruction, give it an advantage over all other forms of manual training. Most admirable results have been obtained since the adoption of a plan or course in sewing two years ago. All the girls in the sixth, fifth, and fourth

classes are required to sew two hours a week. In some schools, usually the girls' schools, sewing is carried on in every class; other schools have it no higher than the third class. Some Primary classes do regular sewing, and in mixed schools boys sometimes join in the work. In seventeen schools the elementary sewing is followed in the first class by instruction in more elaborate needlework, in cutting to measure and by pattern, and in making dresses and other garments. Patterns are draughted from measurements taken, and garments fitted upon members of the class by each other, with very satisfactory results.

The instruction in cooking promises to be equally successful, although having much less scope than sewing, inasmuch as the course of study provides that only girls from the second classes of the Grammar Schools shall receive lessons. The necessity of having rooms specially fitted up as kitchens requires many of the pupils to leave their regular schools and go to other buildings, the distance travelled being sometimes two miles or more and involving much waste of time. There are at present fourteen kitchens connected with the public schools, in which are employed a Principal of Cooking Schools, ten teachers, and three assistants.

It is hardly necessary to rehearse the advantages of this instruction to the ordinary school-girl. The subject of cooking, which is really that of Domestic Economy, including instruction in the care, preparation, and constituents of food materials, means much more than the making of "dishes." The social, hy-

gienic, and economic questions involved in such instruction are of the greatest practical concern, and it is believed that the careful and systematic teaching needed in this branch of study will yield the best possible educational results.

While the girls in the second classes of the Grammar Schools are receiving instruction in cooking, the boys of the same grade are receiving lessons in wood-working. Rooms specially fitted for the purpose are provided. There are at present fifteen of these wood-working shops. A principal and ten teachers are employed in instructing boys from the second classes of the Grammar Schools, this grade having been selected as the first in which systematic teaching in wood-working should be applied. The plan advocated by the Committee on Manual Training included a course of at least three years, taking pupils of the three upper classes, but the amount of money needed for this could not at once be obtained. This year, with the same number of teachers, the work has been extended into most of the first classes in East Boston, Charlestown, and West Roxbury, and two classes in South Boston. It is earnestly hoped that the extension of the work into the first classes of the other schools may be early consummated.

An experiment was tried last year and continued this year which has proved very successful. The girls of the third class in the Bowditch School have been allowed to receive instruction in wood-working at the Eliot School, Jamaica Plain. The master of the school writes as follows: "They are enjoying it

very much, and I regard it as two hours well spent. I am sure I see growth from it in many ways. There are quite a number of small girls in the class this year, and I feared they might not be able to handle the tools, but we have no difficulty on that account. The parents are also pleased with the work. I should be glad if it might become a permanent feature of the programme."

Color-Work. — For some time several of the masters of our Grammar Schools have provided color-work as an agreeable occupation for the boys during the sewing-hour of the girls. They did not propose to establish any change in the school curriculum, but it was thought that, as the sewing-hour was largely spent by the boys in fragmentary exercises, merely to fill in the time, some study might be introduced which, if not strictly educational, would at least have the merit of interesting those who engaged in it. Time, however, and the proper development of the work, has given ample demonstration of its several distinctly educational features. One of the most marked effects is its influence over the character of the pupils, as shown in the discipline of the school. It is admitted by those teachers whose boys are allowed color-work, that its tendency has been to produce good order and regular and punctual attendance. Boys will come to school early, stay late, or spend an entire afternoon on a "one-session day," if allowed to work with color.

The work has passed the experimental period, its intensely practical uses have been seized, and without the restrictive bounds of a "course," with

perfect freedom, but under intelligent guidance, it has reached a stage which demands the favorable consideration of the Board.

MECHANIC ARTS HIGH SCHOOL.

This school was opened Sept. 6, 1893, with 214 pupils in attendance. The building was unfinished, and the classes were conducted for many months in unfurnished rooms, while the work of completing the building was in progress. Conditions more unfavorable to successful teaching are almost inconceivable. Nevertheless, the tireless efforts of devoted teachers, under the leadership of a head-master of exceptional power, conquered seemingly insuperable difficulties.

The school was opened and organized under the direction of Mr. Frank A. Hill, its first head-master. It is difficult to overestimate either the service rendered to the school by Dr. Hill during the first trying year, or the loss which it sustained when the larger interests of the State called him to the office of Secretary of the State Board of Education. Soon after the resignation of Dr. Hill, the Board elected as his successor Mr. Charles W. Parmenter, a well-known educator, with rare attainments and unusual experience in this special line. Mr. Parmenter took charge of the school at the beginning of its second year, in September, 1894.

The American public school has always accommodated itself to the increasing wants of the people, and there can be no doubt that the future of the Mechanic Arts High School is assured. Manual training has demonstrated its value so fully that it cannot fail to

continue an important factor in our educational system, and the experience of similar schools in other cities is strong evidence that this school will be taxed to its utmost capacity as soon as it is completed and adequately equipped.

A complete course of study cannot be formulated until the school has passed its tentative stages, but the main lines upon which the future course will be constructed are pretty clearly defined. There is a strong tendency to confuse the aims of trade schools with those in which manual training is introduced for its educational value, and the distinction cannot be too plainly stated. It should be fully understood that in the Mechanic Arts High School no particular trade will be taught, but great service will be rendered to those who may finally become skilled artisans. The primary object will be to fit boys for the vast number of employments in which mechanical skill and intelligent appreciation of the principles which underlie mechanical processes are essential to the highest success. The training which it will give will be well calculated to reveal to boys their native aptitude and possibilities, and enable them to avoid disastrous mistakes in the choice of occupations. It is confidently believed that such a course will prove the best preparation for the higher scientific and technical schools, and will serve to encourage many boys to seek a thorough scientific education.

In the academic work, special emphasis will be placed upon English and the mathematical branches. The subjects of study will be elementary algebra, plane and solid geometry, advanced algebra or the

elements of trigonometry, physics, chemistry, history, civics, French, and English. The instruction in the shops will include carpentry, wood-turning, pattern-making, forging, chipping, filing, and iron-fitting, and the elements of machine-shop practice.

It is of imperative importance to the success and welfare of the school that its building should be completed and thoroughly equipped as soon as possible. That part of the building which was originally designed to contain the chemical and physical laboratories, the library, and the principal's office, has not yet been erected. Several requests have been made of the City Council to complete the building according to the original plan, but thus far it has been impossible to obtain the necessary appropriation. We sincerely trust that a sufficient sum to complete the building and to provide for the completion of the equipment will soon be granted by the City Council. It is inconceivable that Boston will leave the school unfinished, and thus cripple the latest and most important addition to its educational system.

THE PARENTAL SCHOOL.

The Board is to be congratulated upon the near approach to completion of this school. Admirably situated, its physical surroundings alone will exert a most wholesome influence. The boys committed to the school will be removed from every suggestion of crime and criminals, and while under constant surveillance, they will be cared for in a manner which will show them that the restraint they are under is not punitive, but exercised solely because of some

infraction of school regulations. The great point gained by the establishment of this school is the entire absence of all criminal features. If the Board of Directors of Public Institutions place the management of the school in the hands of men and women of high moral character, sound judgment, strict, but not severe, in discipline, and with special fitness for the work expected of them, no boy will be the worse for commitment to the school. This raises an important question of the care and management of this school. Should this school be under the sole control of the School Board, or should the Board of Directors of Public Institutions continue to exercise the control as heretofore? At present our Board has practically no control, as its control only consists in issuing a certificate of the proper grade to the teacher or teachers employed to instruct the boys. The chairman of said Board of Directors and the chairman of the Truant Officers' Committee of our Board have had several conferences upon this matter, and beyond a doubt the said Board of Directors would be only too glad to transfer to the School Board the entire charge and responsibility for the management of this school. We think it safe to say that the School Board would select quite as competent a body of employees as said Board of Directors, but the remaining details of management would entail upon the members of this Board such an increase of work and care as ought not to be assumed except after the Board had convinced itself that the best interests of the school and the community demanded it. We believe the school will be ready for tenants by Jan. 1, 1895.

TRUANT-OFFICERS.

This body of our servants changes but very little from year to year except in the event of removal by death, or voluntary resignation by reason of old age, and consequently impaired usefulness. We regret to be obliged to record the decease of Hannibal F. Ripley, for more than twenty years one of our most faithful officers.

There is something anomalous in the difference of appointment of a truant-officer and a janitor; the latter is appointed by the Committee on Accounts without any reference to the Board for confirmation; the former is appointed by the Committee on Truant Officers, the appointment passed upon by the Committee on Nominations and by it referred to the Board for confirmation. In our opinion the two classes should be treated alike; either all appointments of janitors should be referred to the Board, or the Committee on Truant Officers should have the power to make appointments without confirmation by the Board.

By an Act of the Legislature, Stat. 1893, Chap. 253, all appointments hereafter made are in compliance with the rules and regulations of the Civil Service Commissioners.

The Board of Health of this city having inaugurated a system of medical inspection of the schools, has also taken upon itself the duty of notifying the masters and head-masters of every case of contagious disease occurring within the different school districts of our city. This is a much-needed reform and far

superior to the old plan of notifying the school officials by postal cards sent by our chief truant-officer ; a plan which was prolific in fault-finding and disputes. There is now little delay between the discovery of a case of contagious disease and notifying the master of the school last attended by the child afflicted. Under the present system of medical inspection the danger of spreading any of the contagious diseases like diphtheria, scarlet fever, or small-pox is greatly lessened, as the practised eye of an expert can at a glance tell him whether a child, to all appearances in good health, should be instantly excluded from school, thus often placing a child under medical surveillance who may be already capable of communicating a dangerous disease by mere contact with his school-mates. Medical inspection has everything to commend it, and we greatly appreciate the work of the Board of Health in our behalf, and hope it will grow in usefulness in years to come.

PENMANSHIP.

The subject of penmanship has occupied a considerable portion of the attention of the Board during this year. In May last a special committee of five was appointed "to consider and report upon the instruction in penmanship in the public schools." This special committee submitted its report to the Board Oct. 23, 1894, recommending the introduction into the schools of the vertical system of writing. The subject was subsequently referred to the Board of Supervisors for consideration and report. As this matter is now before the Board for action, we do not

think it wise for us to give any expression of our opinions upon the subject, and refer to it in this report as one of the important matters which has received the consideration of the Board during the year.

ART-DECORATION OF SCHOOL-ROOMS.

Over twenty years ago, Mr. Charles C. Perkins recommended the formation of an "Art for Schools" society, whose object should be the adornment of school-rooms with reproductions in various forms of works of art; but no organization was formed until about three years ago, when the "Public School Art League" came into existence. The League, with the consent of the School Committee, decorated a room in the English High School-building, one in the Latin School-building, and one in the Rice Primary School-house. The means by which the work was thus begun came from private sources, and the result of the efforts of the League proved an incentive to many persons both in Boston and throughout the country to initiate and carry on a similar plan, the end and aim of which is to educate the taste of the pupil, refine his sense of perception along right lines, to illustrate subjects taught in the class-room, and by association awaken a love for the beautiful in art and nature.

The Agassiz School at Jamaica Plain presents the most advanced and attractive illustration of the great possibilities that lie within the scope of this form of educational work, which, since its inception in Boston in the decoration of the Girls' High and

Normal School-house in 1871, has received less attention from educators than its merits deserve.

In direct connection with the introduction of art objects into our school-rooms, is the subject of proper tinting for the walls, viewed from the artistic as well as the hygienic standpoint. In all rooms which have been decorated, it has been found necessary to change the color of the walls, the original tint not in the least conforming to either of the above particulars.

The School Committee, from the first, has been in sympathy with this work, which tends to brighten the school-life and broaden the pupils' horizon. The Board commends heartily all that has been done in the past, and with a grateful appreciation of the efforts of the League, promises its cordial coöperation for the future.

Closely allied with the object of the Public Art School League is the patriotic action of the Massachusetts Society Sons of the Revolution. In February, 1894, the following communication was received from that Society:

MASSACHUSETTS SOCIETY SONS OF THE REVOLUTION,
BOSTON, February 19, 1894.

To the School Committee of the City of Boston :

The Board of Managers of the Massachusetts Society Sons of the Revolution have this day voted to appropriate the sum of four hundred dollars out of their general treasury, and to assume the responsibility of raising, by individual donations, whatever additional sum may prove to be necessary, for the purpose of placing a fine reproduction of Gilbert Stuart's portrait of George Washington, fittingly framed, in every public school in Boston. This has been done out of the conviction that the rising generation in Boston, being composed largely of the children of those who are not born in this country, need to be specially educated in the patriotic principles and sentiments which befit their destiny as American citizens in the near future;

and that this education in patriotism cannot begin better than by learning, in the impressionable years of childhood, familiarity with the features and reverence for the character of the first great American—"first in war, first in peace, and first in the hearts of his countrymen."

We, therefore, the undersigned, as official representatives of the Sons of the Revolution in the Commonwealth of Massachusetts, and in obedience to their instructions, respectfully petition your honorable Board for leave to carry the above vote into execution, and thus to help plant in the mind and heart of every child in our public schools the seeds of those great public and private virtues which have made George Washington, for all time, the supreme and most illustrious example of true Americanism.

HON. WM. LEVERETT CHASE, *President*,
WM. FRANKLIN DRAPER, *Vice-President*,
HENRY DEXTER WARREN, *Secretary*,
FRANK HARRISON BRIGGS, *Treasurer*,
WALTER KENDALL WATKINS, *Registrar*,
FRANCIS ELLINGWOOD ABBOT, *Historian*,
LEONARD KIPP STORRS, *Chaplain*,

Board of Managers.

ANDREW ROBESON,	JOHN WALTER BAKER,
WM. CURTIS CAPELLE,	JOHN CHESTER INCHES,
WALTER GILMAN PAGE,	JOS. BLANCHARD AMES,
WINTHROP WETHERBEE,	SAMUEL SWEET GREEN,
HENRY EDDY COBB.	

This generous offer was accepted by the School Board, and an appropriate vote of thanks was unanimously passed. We wish to publicly acknowledge our great indebtedness to the Massachusetts Society Sons of the Revolution, and to assure them of our sincere appreciation of their munificent gift to our public schools. A copy of the portrait of Washington has been hung in every public-school building in Boston, and the example thus nobly set has been followed by kindred organizations in other cities.



It becomes the painful duty of this committee to record the death of three of our most efficient and faithful instructors.

In May the death of Gen. Hobart Moore, late Instructor in Military Drill, was announced. He had been identified with the instruction in military drill in our schools from its inception, and was appointed the first instructor in this department in September, 1862. His earnest and faithful service for nearly thirty-two years, his modest and gentlemanly bearing, and his conscientious devotion to his duties, won the esteem and friendship of the members of the Board, and the respect and love of the instructors who were associated with him, and of the thousands of pupils who have been instructed by him. His record is an honorable one, of which his family and friends may justly feel proud.

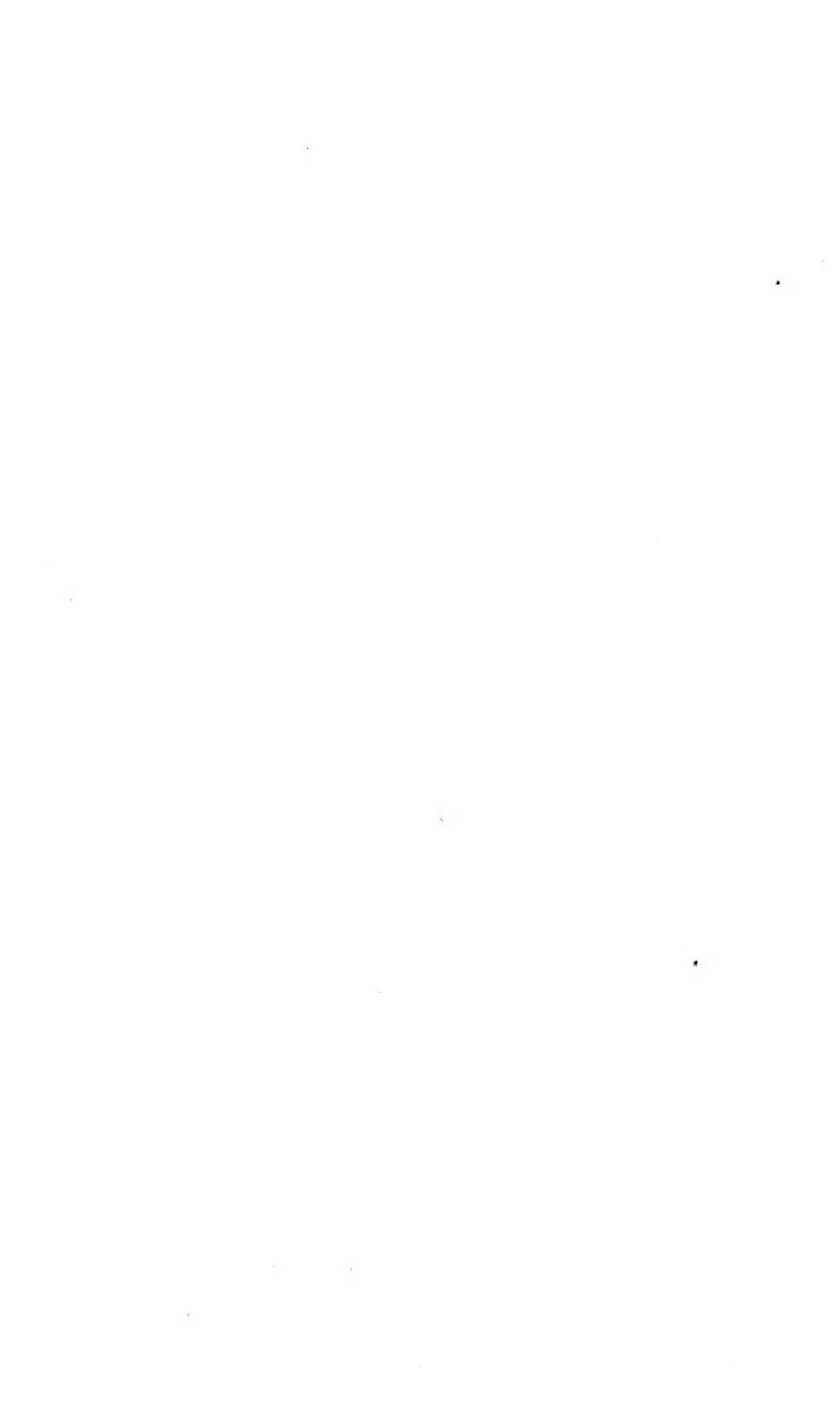
Following closely upon the sad intelligence of the death of General Moore came the announcement of the death of Mr. Francis A. Waterhouse, late head-master of the English High School, which was received with great surprise and regret. Mr. Waterhouse had been granted leave of absence for one year on account of ill-health, and was spending his time abroad, where the most favorable reports were from time to time received of the improved condition of his health. Suddenly, near the expiration of his leave of absence, unfavorable symptoms appeared, and soon after the news of his death reached us. Mr. Waterhouse honorably filled the high position he occupied, as head-master of the English High School, for a period of thirteen years. His high character as a man, his devotion, ability, and fidelity as a teacher, secured for him an enviable reputation among committee, teachers, and pupils.

Recently the news of the sudden accidental death to Mr. Sylvester Brown, late master of the Martin School, was received. Mr. Brown had served as a teacher in our public schools for nearly twelve years, the last five years of which he was the respected and beloved master of the Martin School. We bear willing testimony to the high position Mr. Brown attained in his chosen profession, to his eminent qualities as a man, and to his conscientious discharge of his duties as a teacher. Cut off in the prime of a life which had been so useful and which was so full of rich promise for the future, his loss will be keenly felt, not only by us, but by those who were associated with him in the many educational labors to which he so conscientiously gave his thoughts, strength, and time.

SIMON DAVIS, *Chairman.*

LALIAH B. PINGREE,

THOMAS F. STRANGE.



FOURTEENTH ANNUAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC SCHOOLS
OF THE
CITY OF BOSTON.

MARCH, 1894.

R E P O R T.

To the School Committee:

The Superintendent of Public Schools respectfully submits his fourteenth annual report.

STATISTICS.

The principal items to be found in the statistical tables appended to this report are here given side by side with the corresponding items from the statistics of former years, to facilitate comparisons.

The whole number of pupils belonging to all the day schools on the 31st day of January, each year:

1890.	1891.	1892.	1893.	1894.
60,502	60,994	62,009	63,374	65,588

Belonging to each grade of day schools, January 31, each year:

Normal School:

178	176	182	169	191
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Latin and High Schools:

3,090	3,274	3,444	3,406	3,675
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Grammar Schools:

31,347	31,504	31,294	31,706	32,681
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Primary Schools:

24,421	24,462	25,098	25,770	26,523
--------	--------	--------	--------	--------

Kindergartens:

1,466	1,778	1,991	2,323	2,518
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The average number of pupils belonging to all the day schools during the five months ending January 31, each year:

1890.	1891.	1892.	1893.	1894.
60,367	60,919	61,661	63,233	65,144

The average number of pupils belonging to each grade of day schools during the five months ending January 31, each year:

Normal School:

183	188	197	175	191
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Latin and High Schools:

3,213	3,322	3,488	3,487	3,701
-------	-------	-------	-------	-------

Grammar Schools:

31,777	31,675	31,398	31,899	32,700
--------	--------	--------	--------	--------

Primary Schools:

23,832	24,035	24,682	25,435	26,141
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Kindergartens:

1,362	1,699	1,896	2,237	2,411
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The average number of pupils belonging to the special schools during the time these schools were in session to January 31, each year:

Horace Mann School for the Deaf :

89	85	87	97	96
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Evening High:

1,998	2,132	2,148	1,760	2,041
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Evening Elementary:

2,968	3,243	3,119	3,220	3,566
-------	-------	-------	-------	-------

1890.	1891.	1892.	1893.	1894.
Evening Drawing:				
559	628	666	643	632
Spectacle Island:				
22	15	15	17	16

SECONDARY SCHOOL STUDIES.

An event of unusual importance in educational circles has been the publication (near the end of the year 1893) of the "Report of the Committee on Secondary School Studies appointed at a meeting of the National Educational Association, July 9, 1892, with the Reports of the Conferences arranged by this Committee and held Dec. 28-30, 1892." The Report was published by the United States Bureau of Education. It has had a wide circulation, and is now generally referred to as "The Report of the Committee of Ten." The Commissioner of Education in his letter of transmittal to the Secretary of the Interior expresses the opinion that "the recommendations of this Report will draw the attention of great numbers of teachers to the question of educational values, and this will lead to a better understanding of what the pupil should study to gain the most from his work in school. In this respect I consider this the most important educational document ever published in this country."

There will be no hesitation in accepting this high estimate of its importance if we consider the manner in which the Report has been made.

In the first place the Report is the work of a committee of ten gentlemen who were appointed, not

alone because of their preëminent fitness for the service desired of them, but also because they represented with approximate equality the interests of colleges on the one hand and of secondary schools, including particularly public high schools, on the other.

Next, the Report is based on the results of the deliberations of nine Conferences of ten members each, sitting in different places, and discussing earnestly and thoroughly for three days, questions which had been submitted to the several members for their consideration a long time in advance of their meetings. These ninety members of Conferences had been selected by the Committee of Ten with due regard to the scholarship and experience of the gentlemen named, to the fair division of the members between colleges on the one hand and schools on the other, and to the proper geographical distribution of the total membership. The Conferences dealt with the following departments of secondary school studies: (1) Latin; (2) Greek; (3) English; (4) other Modern Languages; (5) Mathematics; (6) Physics, Astronomy, and Chemistry; (7) Natural History; (8) History, Civil Government, and Political Economy; (9) Geography. Reports, some of them very elaborate, were made to the Committee of Ten, and have been printed with the general report. "These nine reports," says the Committee of Ten, "are characterized by an amount of agreement which quite surpasses the most sanguine expectations." . . . "In the great majority of matters brought before each Conference, the decision of the Conference was unan-

imons. When one considers the different localities, institutions, professional experiences, and peculiarities represented in each of the Conferences, the unanimity developed is very striking and should carry great weight." And further, "the several reports are so full of suggestions concisely and cogently stated that it is impossible to present adequate abstracts of them."

This rich store of material is crowned by the masterly report of the Committee of Ten. In this, the mass of facts and opinions reported by the Conferences, after careful analysis and criticism, becomes the basis of recommendations of the highest interest, not only to secondary education in the whole country, but also to the elementary education which comes before and to the collegiate education which comes after it. For we should remember that stages in education, like periods in the life of man, are vitally connected from beginning to end. This is necessarily true of the person educated, and of aggregates of such persons; and it ought to be true of the institutions and of the processes by which education is given. It ought not to be possible, therefore, to make considerable changes in secondary education without affecting at the same time elementary and higher education.

True it is, however, that in the organization of the elementary, secondary, and collegiate grades of instruction in the United States for half a century past, far too slight regard has been paid to securing this vital continuity of education from grade to grade. Public high schools in particular have been dis-

tracted and their courses of study have been wrecked by their striving to fulfil two separate purposes at the same time; namely, to give preparatory training for college, and to crown elementary education with a brief finishing course for practical life. The Committee of Ten have made recommendations which, if generally adopted, will unite these divergent purposes into one, and so give to the work of secondary schools, throughout the country, a desirable unity, now wanting, as well as enhanced strength and value. The deplorable gap which has long existed between the public high schools and the colleges, in so far at least as the great majority of high school pupils is concerned, will be closed up. And what is most propitious, the college men express a willingness to come fully half way in the matter. The following language is most welcome:

The secondary schools of the United States, taken as a whole, do not exist for the purpose of preparing boys and girls for colleges. Only an insignificant percentage of the graduates of these schools go to colleges or scientific schools. Their main function is to prepare for the duties of life that small proportion of all the children in the country — a proportion small in number, but very important to the welfare of the nation — who show themselves able to profit by an education prolonged to the eighteenth year, and whose parents are able to support them while they remain so long at school. There are, to be sure, a few private or endowed secondary schools in the country, which make it their principal object to prepare students for the colleges and universities; but the number of these schools is relatively small. A secondary school programme intended for national use must therefore be made for those children whose education is not to be pursued beyond the secondary school. The preparation of a few pupils for college or scientific school should in the ordinary secondary

school be the incidental and not the principal object. At the same time, it is obviously desirable that the colleges and scientific schools should be accessible to all boys or girls who have completed creditably the secondary school course. Their parents often do not decide for them, four years before the college age, that they shall go to college, and they themselves may not, perhaps, feel the desire to continue their education until near the end of their school course. In order that any successful graduate of a good secondary school should be free to present himself at the gates of the college or scientific school of his choice, it is necessary that the colleges and scientific schools of the country should accept for admission to appropriate courses of their instruction the attainments of any youth who has passed creditably through a good secondary school course, no matter to what group of subjects he may have mainly devoted himself in the secondary school.

The recommendations of the Committee of Ten and of the Conferences cover much ground — nearly the whole field of secondary education — and are fundamental and far-reaching in their character. They relate to the selection of subjects for instruction with proper regard to their educational values; to the setting of due limits to these subjects through a discriminating choice of topics under each; to the best methods of instruction, and the best means of testing pupils' attainments; to necessary apparatus and appliances; to the most desirable allotment of time for each subject; to the correlation of studies in a way to promote the greatest economy of time and effort; to the most reasonable requirements and tests for admission to college; and finally, most important of all, to the means of procuring the greater supply of high teaching skill which the suggested enlargements and improvements of the course of instruction will inevitably demand.

They also reach below the secondary schools and suggest important changes which "are all in the direction of increasing simultaneously the interest and the substantial training quality of primary and grammar school studies." In order that "the minds of young children" may be "stored with some of the elementary facts and principles" of each subject, and that "all the mental habits which the adult student will surely need" may "begin to be formed in the child's mind before the age of fourteen," the elements of various subjects, hitherto usually reserved for high schools, are proposed for introduction into lower schools. The objection that people may feel "dismayed at the number and variety of the subjects to be opened to children of tender age" is met by the suggestion that "these different subjects should be correlated and associated one with another by the programme and by the actual teaching." Still more effectually, however, is this objection met by the detailed suggestions which each Conference makes concerning the choice of topics and the manner of dealing with these topics in the elementary schools.

Enough, perhaps, has now been said concerning the Report, to prove that its recommendations, together with the reasons given in support of them, constitute a body of matured expert opinion upon educational questions of the highest importance, by the bringing of which before public attention in an impressive manner the Committee of Ten has rendered a great public service. Doubtless the greatness of this service will be heartily recognized throughout the country.

This just recognition, however, does not mean that all the questions examined and passed upon by the hundred eminent experts are to be regarded henceforth as settled. The experts themselves do not expect this. Neither the Committee of Ten nor any one of the Conferences claims to have been set up as a final authority, or undertakes to promulgate *ex cathedra* fixed rules of educational faith and practice. The Report, on the contrary, is full of debatable matters, and plainly invites discussion. It goes further, and provides a definite basis of principles upon which discussion may best proceed with hope of reaching useful results. So it will probably be difficult for some time to come to discuss certain classes of educational questions without taking notice of what the Committee of Ten and the Conferences have said. By general consent already, it would seem, has the Report been accepted as a convenient standard of reference in discussion. Across the chart of our educational theory and practice there has been drawn, so to speak, a meridian line, by noting his departure from which one may easily define his educational position. In this respect, undoubtedly, the value of the Report will be admitted by those who are least inclined to accept its recommendations.

As a standard of reference or educational landmark, the Report of the Committee of Ten will be used in the following pages. For my belief is, that some good may result from a detailed comparison of the courses of instruction, methods of teaching, and standards of acquirement now familiar in our own schools with the ideal courses, methods,

and standards, suggested for the whole country by the Report. Assuming for the present, without discussion, that all its recommendations are sound and desirable, as well as feasible, we may be interested to inquire what changes would be requisite to place our own schools squarely upon the lines laid down in the Report. Accurate note being taken of such changes, our present educational position would become definitely known. Then would arise a series of questions relative to the several changes as to whether each one, in view of local conditions, were feasible and desirable. Such a course of inquiry extended over the whole field ought to prove interesting and fruitful.

The most striking difference between our present course and that formulated by the Committee of Ten is seen in the division of time between the high schools and the schools below. The total course being twelve years in length, say from the sixth to the eighteenth year of age, the Committee of Ten gives eight years to the primary and grammar grades and four years to the high schools; whereas, with an important exception to be mentioned presently, our course in Boston assigns nine years to the former and three years to the latter. The plan which gives eight grades below and four grades in the high school is probably the prevailing plan in the public schools of the United States. There is much to be said in favor of this plan. To adopt it in Boston would require the last year of the present grammar course to be handed over to the high schools. The question would be: Can all that is essential in our

present course of nine years (primary and grammar) be saved in a course of eight years; and, in this shortened course, can room be found for the new studies recommended? This question will be considered later in another connection. At present the important thing to bear in mind is, that all the enlargements and improvements of elementary courses suggested by the Committee of Ten have reference to an elementary period, not of nine but of only eight years' duration; and the feasibility of such suggestions should be estimated accordingly.

This consideration, it may be said, loses some of its importance in Boston, where the two public Latin schools, one for boys and one for girls, with their course of study extended over six years, afford precisely the opportunities the Committee of Ten desires to secure for the earlier beginning of "several subjects now reserved for high schools — such as algebra, geometry, natural science, and foreign languages." These two schools constitute the "important exception" above noted. The importance of this exception, however, is to be measured by the relative number of pupils affected by it.

The number of pupils in the Latin schools of Boston is limited, because only those children are admitted whose parents declare an intention of giving them a collegiate education. As the course of these schools is six years long, the parents' intention must be declared by the time the child is ten, eleven, or at most twelve years of age. Now there are many children concerning whom such intentions cannot be formed at so early an age. Their gifts and

capacities have not been manifested; nor do the studies in the present grammar school course give much occasion for such manifestations. Such children pass from the grammar into the ordinary high school with the expectation of finishing their education there; but before reaching the end, perhaps, experience an intellectual awakening and exhibit such capacities and spirit as to demonstrate beyond question their innate fitness for a collegiate education. Such youth ought to be encouraged and helped to prepare themselves for college. It is for the public interest that the number of highly educated citizens be made as large as possible. Therefore ought the schools to afford all possible aid to the youth whose intellectual awakening has come late. Again, there are not a few children whose parents may have chosen the ordinary high school course from a prudent hesitancy about assuming the pecuniary burden of a collegiate education; but later would gladly reverse their decision, seeing their children have displayed extraordinary capacity and desire for higher learning.

With all such boys and girls the great difficulty has been that they were not on the direct road to college, and were already too far along another road to change without serious loss of time. *Hopelessly sidetracked* is the phrase that describes the situation of many a promising boy or girl approaching the end of the ordinary high school course, and then for the first time evincing a strong desire for a collegiate education.

What is the remedy for this inconvenient state of things? Obviously to open a direct road from the

ordinary high school course to college. Let there be not one road only, but two, three, or four roads to college. This means radical changes; but the way for them has already been prepared; and the end to be gained is believed by many to be highly desirable.

A long step towards this end was taken by Harvard College in accepting substitutes for Greek among the requisites for admission. Every year since that step was taken, graduates from the regular three years' course of the English High School, for instance, by spending one additional year in that school have prepared themselves easily for college and have entered Harvard,—in some instances with honors. It is to be hoped that all the other colleges may soon follow Harvard's lead in accepting substitutes for Greek among the requisites for admission. And this is virtually what the Committee of Ten recommends.

Another long step will be taken when cities and towns generally adopt one or more of the four courses of secondary instruction drawn up by the Committee of Ten and recommended to the country for general use. These four courses are believed to be good in themselves, since they afford excellent training for those pupils who will not go beyond the high school, and to be highly advantageous also as opening four distinct highways to college.

The third and last step will be the general adoption of the principle laid down by the Committee of Ten in the following words:

In order that any successful graduate of a good secondary school should be free to present himself at the gates of the college

or scientific school of his choice, it is necessary that the colleges and scientific schools of the country should accept for admission to appropriate courses of their instruction the attainments of any youth who has passed creditably through a good secondary school course, no matter to what group of subjects he may have mainly devoted himself in the secondary school.

The four courses of secondary instruction which the Committee of Ten, with this principle in view, recommends are briefly described as follows:

(1.) **THE CLASSICAL COURSE**, providing for three foreign languages, Greek, Latin, and either French or German.

(2.) **THE LATIN-SCIENTIFIC COURSE**, providing for two foreign languages, Latin and either French or German.

(3.) **THE MODERN LANGUAGE COURSE**, providing for two foreign languages, French and German.

(4.) **THE ENGLISH COURSE**, providing for one foreign language, Latin, or French, or German.

All four courses make substantial provision for English, Mathematics, Physics, Chemistry, and History. Natural History is well provided for in all except the classical course. The length of each course is four years. (See pages 34, 35).

No one of these courses is regarded by the Committee of Ten as a cheap and easy way of getting into college; although such a view is apt to be taken concerning three of them by persons who deprecate the use of any other than the classical course in preparation for collegiate education.

This view, however, is met by the suggestion that no course should be accepted as a satisfactory prepa-

ration for college which cannot employ teachers of the highest professional skill, and command all other necessary means of instruction to the same extent as the most favored course. Doubtless the classical course has been, heretofore, the most favored course in these respects; but there is no reason why each of the other courses should not deserve and obtain, in due time, equal favor.

That two of the courses, "under existing conditions," cannot fairly be expected to prove equally satisfactory with the classical course, is distinctly admitted by the Committee of Ten in the following passage of their report:

Although the committee thought it expedient to include among the four programmes one which included neither Latin nor Greek, and one which included only one foreign language (which might be either ancient or modern), they desired to affirm explicitly their unanimous opinion that, under existing conditions in the United States as to the training of teachers and the provision of necessary means of instruction, the two programmes called respectively Modern Languages and English must in practice be distinctly inferior to the other two.

This language suggests clearly the direction in which improvements of secondary education are needed. The colleges must send out teachers of science, of English language, and of history, no less well equipped for their work than are the teachers of Greek, of Latin, and of mathematics now sent out. And school committees must first be careful to appoint only such teachers, and then supply them with all means of instruction necessary to the use of the best methods.

A comparison of the four courses of secondary instruction recommended by the Committee of Ten with the existing courses of the secondary schools of Boston shows little difference in the range of subjects selected for study. The Committee of Ten's classical course and the course of Boston Latin school are practically the same. Small differences of detail may be left unnoticed. But there is one question that seems worthy of serious consideration. Might it not be well so to modify the Boston Latin School course as to make it cover one more of the Committee of Ten's courses, namely, the "Latin Scientific Course"? Or better, perhaps, might not a parallel course of foreign languages consisting of Latin, German, *and* French be introduced into our Latin schools, thus providing for some pupils an acceptable substitute for the omitted Greek? That some parents desire such an option is probably well known. But without arguing either of these questions here, let us return to the line of comparison above started.

Coming now to the non-classical high schools, we find that their list of subjects would require some additions to make it identical with that recommended by the Committee of Ten. The added subjects would be physical geography, geology or physiography, meteorology, astronomy, and trigonometry. Can these additional subjects be provided for in a three years' course? Certainly not. Indeed the three years' course is too short to make adequate provision for the subjects already there, if the standard

of acquirement in these subjects is to be brought up and kept up to the point of being acceptable for admission to college. Four years is probably the shortest time that can advantageously be allotted to a course of secondary instruction leading to college. So the question arises, How can a fourth year be added to the present three years' course?

There are two answers. One is that pupils having passed through the present three years' course may be permitted to continue a year longer in school as members of a post-graduate class. This is now done in two of the high schools—in the Girls' High, to prepare girls for admission to the Normal School, and in the English High, to prepare a considerable number of boys for admission to college without Greek. The other answer is, that pupils may be passed from the grammar into the high schools a year earlier than they are now. This would be done by providing for only eight grades below the high school instead of nine.

There is, however, a third alternative. For, if the Committee of Ten's recommendations relative to grammar school studies should be fully adopted, some important subjects heretofore usually reserved for the high schools would be begun in the grammar school course no less than five years before the end of that course as now laid out. With so much high school work transferred to the grammar schools, ought not three years to suffice for the rest of it, even though the grade of that remainder be a year in advance of the work now done?

Before answering this question, we need to examine the recommendations in detail, so as to form some opinion concerning the feasibility of making the important transfers suggested. These recommendations are eight in number, and may be stated in brief as follows:

(1.) That Latin be begun as early as the fifth year of school,—age of pupils ten and eleven years,—which would place it in the fifth class of the Boston grammar schools.

(2.) That German or French (elective) be begun as early as the fifth school year; and be given five lessons a week the first year, four the second, and not less than three the third and following years.

NOTE.—This, and the preceding recommendation, however, are to be taken with the limitation that no more than one foreign language is to be begun the same year.

(3.) That Concrete Geometry be begun as early as the fifth school year and be given one lesson a week for four years.

(4.) That Algebra be studied in the last year of the grammar school course.

NOTE.—This recommendation is an inference. The Committee of Ten, assuming only *eight* grades below the high school, places formal algebra in the first year of the high school. But it seems fair to conclude from the committee's remarks about the study of arithmetic and its connection with algebra, that the latter study would have been given a place in a *nine* years' grammar course. The language used is this: "They [the Conference on Mathematics] recommend that the study of systematic algebra

should be begun at the age of fourteen [the assumed high school age]; but that, in connection with the study of arithmetic, the pupils should earlier be made familiar with algebraic expressions and symbols, including the method of solving simple equations."

(5.) That the study of "simple natural phenomena" by means of experiments be pursued in all grades from the lowest primary up, and that Elementary Physics by the laboratory method be studied in the upper grammar grades; the expressions used being "practice in the use of simple instruments for making physical measurements" and "experiments carried on by the pupils."

(6.) That "direct observational study" of plants and animals (botany and zoölogy without textbooks) should "begin in the primary schools at the beginning of the school course," and continue to the extent of two lessons a week "throughout the whole course below the high school."

(7.) That History be begun as early as the fifth year of school, and include Biography and Mythology for the fifth and sixth years, American History and the elements of Civil Government for the seventh year, and Greek and Roman History "with their Oriental connections" for the eighth year.

NOTE. — What history would have been recommended for a ninth year in a grammar course (first class in the Boston grammar schools) is not easily inferred from the Report. Probably it would have been French, or English, or General European History.

(8.) That Physical Geography, including as an important particular Meteorology, be studied in the

eighth (and by inference in the ninth) year of school (second and first classes of the Boston grammar schools).

There are some trenchant recommendations touching the now usual grammar school studies which deserve a passing notice. Thus the opinion is expressed "that a radical change in the teaching of arithmetic [is] necessary;" and the recommendation is made "that the course in arithmetic be at once abridged and enriched; abridged by omitting entirely those subjects which perplex and exhaust the pupil without affording any really valuable mental discipline, and enriched by a greater number of exercises in simple calculation, and in the solution of concrete problems."¹ The course in arithmetic, thus "abridged and enriched," should, it is said, "begin about the age of six years, and be completed at the end of the grammar school course, say about the thirteenth year of age;" although "the Conference does not feel competent to decide how many hours a week should be devoted to it, and therefore leaves

¹This recommendation possesses little importance in relation to the Boston public schools, where abridgment has already gone even farther than the Report suggests. It is worth remarking, in this connection, however, that if all the recommendations of the Mathematical Conference on other branches of mathematics be adopted, sundry topics — as cube root, proportion, mensuration, etc. — which have been expelled as arithmetic will be readmitted as algebra and geometry. To the child it will make no difference, whether he computes the contents of a sphere and calls his work applied arithmetic or concrete geometry; all he wants is to understand how to do it, and why he does it so. The old-fashioned arithmetic, which has, for the last thirty or forty years, been losing one after another its "enrichments," seems now to reappear in the guise of algebra and geometry demanding its ancient rights. And it may not be wholly unwelcome.

this question to teachers and other school authorities." Again, "spelling should be learned incidentally from every subject studied, and not from a spelling-book." Formal grammar should not be studied "earlier than the thirteenth year of the pupil's age;" and then "probably a single year (not more than three hours a week) will be sufficient." "Reading-books should be of a literary character, and should not attempt to teach physical science or natural history; they should make very sparing use of sentimental poetry." "At the beginning of the *seventh school year* the reading-book may be discarded, and the pupil should henceforth read literature,—prose and poetry in about equal parts. Complete works should usually be studied." All these and many more interesting matters fully set forth in the Report must be passed by without further notice here, for they would lead too far away from the present purpose, which is to consider the feasibility of the eight recommendations above stated.

These recommendations contain nothing new; nothing which has not for years been found in good private schools and academies; nothing which is not fairly within the grasp of children with ordinarily good mental powers. Time was when some of the studies now proposed to be added to the course were pursued in some of the grammar schools of Boston. That was in the days when each school had a course of its own—no two alike. But these schools have now for many years lived under a reign of uniformity—uniform studies, uniform books, uniform tests of

acquirement. Variations like those of former days are now unknown. They have disappeared in the same measure as the system of class grading has advanced towards perfection.

Uniformity is indeed the governing principle of graded school systems. According to it all children are to receive the same instruction and be held to the same standards of acquirement; all work prescribed for a grade must be done before advancement to the next grade can take place; all teachers must strive, not for the highest degree of scholarship in *some* members of their classes, but only for that moderate degree of scholarship in *all* members necessary for promotion to next grade. Consequently, all arrangements and all expectations must have regard to the "average child"—an imaginary being created for the use of the uniform graded system. This "average child" being provided for, all others must hasten or slacken their pace to keep in his company, and must content themselves with his opportunities. Eaglets and chickens and young ravens, all in the same yard, to be reared as "average" poultry.

Now this notion, possessing the minds of many, that uniformity is somehow indispensable to our graded school system, will make the introduction of the proposed new studies seem difficult or impossible. Does not the course, it will be asked, over-tax the strength of many children now? How, then, can it take on "all the ologies" besides? Where is the time for the new studies? And if there were time,

what is the use of them "to the average child"? Was not the present course evolved in the effort to secure the greatest good to the greatest number? Why should the many be obliged to struggle with the new subjects in order that the few may gain superior culture? If it taxes the best energies of teachers to make all their pupils "thorough" in the present studies, what can they do when a dozen new ones are added?

Underlying this and all similar reasoning is the idea that all children are to pursue all the studies laid down in the course and no others. The course is the same for all; and the whole host of children is to be marched over it with unbroken ranks. And certainly if this idea is to prevail, all hope of introducing the new studies must be abandoned, and further discussion of the recommendations is only a waste of time. For who does not remember that the children in our grammar schools manifest all degrees of intellectual capacity from the very highest down to the verge of idiocy? The attempt to teach them *all* either Latin, or German, or algebra is too absurd for serious consideration.

But in every grammar school there are some children who could be formed into separate classes to study some or all of the new subjects, with great advantage to themselves and no little pleasure to their teachers. There are schools, doubtless, in which the number of pupils so selected would be relatively small, and others in which it would be large; but probably there is no school in which some children able to

pursue the new studies could not be found, and no school in which all children should be required to pursue them.

Great interest, however, centres in those children who are able at an early age to do good work in the new studies. For such children alone, possibly, the recommendations were intended. The new studies, perhaps, were to be permitted to selected pupils able to pursue them, not required of all, able or unable. To some extent uniformity was to be sacrificed in the interest of individuality. However this may have been, there can be no doubt that some such limitation as is here suggested is the necessary condition of success in carrying the recommendations into practice.

The general conclusion, then, is that the eight recommendations touching grammar schools are feasible, provided the new studies be introduced permissively for children able to take them, and not as requirements for all. And the proposed improvements will be made all the more easily if, to some extent, the new studies take the places of old ones.

A further condition of practical success might be said to lie in the possibility of supplying the schools with teachers able to teach well the new subjects. But this matter need cause no serious anxiety. For there are already among our grammar school teachers many who have taken the certificate of ability to teach high school subjects, and no doubt many more will take it as soon as additional motives for doing so are brought to bear. Indeed, school boards have

only to create a demand for any kind or grade of teaching and pay it properly to procure presently an adequate supply. Young women well qualified to teach Latin, German, French, algebra, history, etc., are becoming more numerous year by year, thanks to the women's colleges. If the course in grammar schools should be enriched by the addition of such studies, it is quite likely that places in these schools would become more attractive to young women of high scholarship and teaching skill than they are now. At present the tendency among such teachers is decidedly to prefer places in the high schools.

Coming back now to the question whether our present course of three years in the high school with nine grades below should be replaced by a course of four years in the high school with eight grades below, we see that even such a change does not deliver the grammar schools from the proposed transfer to them of many of the so-called high school studies. For some of these are to begin as early as the fifth class. The question, therefore, is likely to turn on the way the new studies are to be treated in the grammar schools. If the new studies are introduced early in the course, and are well taught to considerable numbers of children continuously for several years, the question whether the children would better be transferred to the high school at the end of the eighth or of the ninth year of their school life may become merely a question of personal or local convenience. If, on the other hand, few or none of the new studies are to go into the grammar

school course, or if, going in, they are to go in late and be inadequately taught, then certainly ought the grammar school course to end with the eighth year of school, and the high school course ought to be made four years long by beginning it a year earlier than now.

But wholly aside from the question of introducing new studies, the opinion has long been held by some thoughtful observers of our schools that the present course of six years in the grammar schools is too long. Granting that some children cannot finish the course in less than seven or even eight years, it is believed, on the other hand, that very many more could finish it in five or even in four years than existing arrangements permit to do so. It seems probable that the present work covering six years could be laid out for five years without sacrificing any subjects of importance. Some go further and declare their belief that this could be done and still time enough could be had for the abler pupils to do some good work in the new studies. In support of this belief is cited the experience of certain towns near Boston where the new studies, or some of them, are said to have been successfully introduced into the grammar school course without seriously interfering with the older studies. If this be so, the proposal to shorten and at the same time to enrich the grammar school course would seem to be feasible.

There remains the question whether the proposed changes are desirable. But before considering this, it will be convenient to gather from the foregoing

pages a concise and accurate statement of what the changes would need to be in the Boston schools.

These are:

- (1.) A regrading of the classes in such a way as to give eight years (or grades) below the high schools and four years (or grades) in the high schools, not including the "Advanced Class" in the Girls' High and English High Schools.
- (2.) A recasting of the high school courses of study in such form that all subjects included in the Committee of Ten's "Modern Language Course" and "English Course" may be taught to the extent of qualifying pupils for admission to any higher institution that accepts either course as a satisfactory preparation. (See p. 35.)
- (3.) A recasting either of the Latin school or of the high school course in such form as to include the Committee of Ten's "Latin Scientific Course." (See p. 34.)
- (4.) A revision of the distribution of time amongst the main lines of study — foreign language, English, mathematics, history, and science — in the high schools so as to correct the undue preponderance now given to one line or another in certain years of the present course.¹
- (5.) A transfer to the grammar schools of a considerable amount of work hitherto usually done in the high schools — this amount to be greater if the grammar school course be not shortened, and less

¹ For instance, the placing of both physics and chemistry in the same year, as is now done, would seem to be giving undue preponderance to science in that year.

if it be shortened, but in either case enough to enable pupils to finish any of the proposed high school courses by the end of their twelfth year of school life.

(6.) A provision for the study of Latin in the grammar schools as early as the present fifth class.

(7.) A provision for the study of either French or German (elective) in the grammar schools as early as the present fifth class.

(8.) A provision for the study of concrete geometry in the grammar schools as early as the fifth class.

(9.) A provision for the study of formal algebra in the grammar schools (if the course be not shortened) as early as the present first class, and a provision for still earlier study of algebraic symbols, expressions, and processes so far as to include the solution of simple equations.

(10.) A reconstruction of the whole line of work in geography, physical science, and natural history in such a way as to necessitate the most improved methods of teaching and far more abundant supplies of illustrative material than are now given.

(11.) A re-introduction into the grammar schools of physical geography, at least the elementary parts of the subject, including particularly meteorology.

(12.) A provision for the study of Greek and Roman history in the grammar schools; and, if the course be not shortened, for a year's study of English or other European history.

Returning now to the main question we may ask in perfectly definite form: Are these twelve changes or any of them desirable in the Boston schools? To this question I am ready to return a general answer in the affirmative, provided certain preliminary questions can be settled in a way to make the introduction of the new studies feasible. One such question, whether all or only some of the pupils in the grammar school shall study Latin, algebra, French, or geometry has been suggested already. Another would be the question whether there shall be elective studies in high schools to a much greater extent than is now permitted. Still another, whether pupils of all degrees of ability are to be held, theoretically at least, to the same course and the same standards, or whether differences in ability are to be frankly recognized by organizing the abler pupils in classes apart and giving them more and higher work to do than is given to the less able pupils. And various other questions of similar nature could be suggested as likely to arise the moment it is attempted to put any of the twelve changes into practical operation.

It is not my purpose, however, to enter upon the discussion of this class of questions now, further than to say that they do not appear to be so seriously difficult as to forbid favorable consideration of the proposed changes. They are questions of a sort to be dealt with by the Board of Supervisors, should the School Committee, upon consideration of the main question, see fit to adopt any of the changes.

An important matter to be considered in its bearing on the main question is the attitude of the principals of schools. What their opinions may be cannot now be answered; but an answer is in process of formation. At the masters' monthly meetings the standing subject for discussion since September has been "The Enrichment of the Grammar School Course." Interesting statements concerning experiments now going on in neighboring towns have been made before the meetings by persons engaged in making them or otherwise familiar with them. At the last meeting the masters and many teachers besides listened to an address by the Chairman of the Committee of Ten, President Eliot, of Harvard University. Next may be expected a thorough discussion of the whole matter by the masters themselves. But when a conclusion may be expected or what that conclusion is likely to be is not for me now to say. Whatever the outcome, certainly the time spent in the discussion has not been spent in vain. Should the proposed changes be ordered, the way for them will have been to some extent already prepared; and, if they should not be ordered, opinions may have been formed which will lead to such action later. Or, on the other hand, if opinions should finally turn out to be unfavorable to the proposed changes, the discussions will at least have awakened interest in the general question of "educational values."

In closing this report I may say that the chief part of it has been devoted to a consideration of the Re-

port of the Committee of Ten, because in that way could be brought up for discussion and possibly for settlement, so far as our own schools are concerned, the many important questions which that celebrated document has brought to public attention throughout the country.

Respectfully submitted,

EDWIN P. SEAVER,

Superintendent of Public Schools.

MARCH, 1894.

*** At this point are inserted, for convenience of reference, the four courses of secondary instruction recommended by the Committee of Ten. The letter p denotes "recitation period" or "lesson," assumed to be of about 45 minutes' duration. Each course provides for twenty of these recitation periods, or lessons a week. Drawing, physical training, and music are not necessarily excluded; for, if $p=45$ minutes, $20p=15$ hours; so there remains no less than 10 hours a week of unappropriated time for these and other matters.

YEAR.	CLASSICAL COURSE.		LATIN SCIENTIFIC COURSE.	
	Three foreign languages (one modern).	Two foreign languages (one modern).	Latin	5 p.
I.	Latin	5 p.	Latin	5 p.
	English	4 p.	English	4 p.
	Algebra	4 p.	Algebra	4 p.
	History	4 p.	History	4 p.
	Physical Geography	3 p.	Physical Geography	3 p.
		20 p.		20 p.
II.	Latin	5 p.	Latin	5 p.
	English	2 p.	English	2 p.
	* German [<i>or French</i>] begun	4 p.	German [<i>or French</i>] begun	4 p.
	Geometry	3 p.	Geometry	3 p.
	Physics	3 p.	Physics	3 p.
	History	3 p.	Botany or Zoölogy	3 p.
		20 p.		20 p.
III.	Latin	4 p.	Latin	4 p.
	* Greek	5 p.	English	3 p.
	English	3 p.	German [<i>or French</i>]	4 p.
	German [<i>or French</i>]	4 p.	Mathematics { Algebra 2 }	4 p.
	Mathematics { Algebra 2 }	4 p.	Astronomy $\frac{1}{2}$ yr. & Meteorology	
		20 p.	$\frac{1}{2}$ yr.	3 p.
			History	2 p.
				20 p.
IV.	Latin	4 p.	Latin	4 p.
	Greek	5 p.	English { as in Classical 2 }	4 p.
	English	2 p.	German [<i>or French</i>]	3 p.
	German [<i>or French</i>]	3 p.	Chemistry	3 p.
	Chemistry	3 p.	Trigonometry & Higher Algebra	
	Trigonometry & Higher Algebra	3 p.	<i>or</i>	3 p.
	History	3 p.		
		20 p.	History	3 p.
			Geology or Physiography $\frac{1}{2}$ yr.	
			and	
			Anatomy, Physiology, & Hygiene $\frac{1}{2}$ yr.	3 p.
				20 p.

* In any school in which Greek can be better taught than a modern language, or in which local public opinion or the history of the school makes it desirable to teach Greek in an ample way, Greek may be substituted for German or French in the second year of the classical programme.

YEAR.	MODERN LANGUAGE COURSE.		ENGLISH COURSES.	
	Two foreign languages (both modern).		One foreign language (ancient or modern).	
I.	French [or German] begun	5 p.	Latin, or German, or French	5 p.
	English	4 p.	English	4 p.
	Algebra	4 p.	Algebra	4 p.
	History	4 p.	History	4 p.
	Physical Geography	3 p.	Physical Geography	3 p.
		<hr/> 20 p.		<hr/> 20 p.
II.	French [or German]	4 p.	Latin, or German, or French	5 or 4 p.
	English	2 p.	English	3 or 4 p.
	German [or French] begun	5 p.	Geometry	3 p.
	Geometry	3 p.	Physics	3 p.
	Physics	3 p.	History	3 p.
	Botany or Zoology	3 p.	Botany or Zoology	5 p.
		<hr/> 20 p.		<hr/> 20 p.
III.	French [or German]	4 p.	Latin, or German, or French	4 p.
	English	3 p.	English { as in others 3 }	5 p.
	German [or French]	4 p.	{ additional 2 }	
	Mathematics { Algebra 2 }	4 p.	Mathematics { Algebra 2 }	4 p.
	{ Geometry 2 }		{ Geometry 2 }	
IV.	Astronomy $\frac{1}{2}$ yr. & Meteorology $\frac{1}{2}$ yr.	3 p.	Astronomy $\frac{1}{2}$ yr. & Meteorology $\frac{1}{2}$ yr.	3 p.
	History	2 p.	History { as in the Latin-Scientific 2 }	4 p.
		<hr/> 20 p.	{ additional 2 }	
				<hr/> 20 p.
IV.	French [or German]	3 p.	Latin, or German, or French	4 p.
	English { as in Classical 2 }	1 p.	English { as in Classical 2 }	4 p.
	{ additional 2 }		{ additional 2 }	
	German [or French]	4 p.	Chemistry	3 p.
	Chemistry	3 p.	Trigonometry & Higher Algebra	3 p.
	Trigonometry & Higher Algebra 3 or	3 p.	History	3 p.
	History		Geology or Physiography $\frac{1}{2}$ yr.	
	Geology or Physiography $\frac{1}{2}$ yr.		and Anatomy, Physiology, & Hygiene $\frac{1}{2}$ yr.	3 p.
	and			
	Anatomy, Physiology, & Hygiene $\frac{1}{2}$ yr.	3 p.		<hr/> 20 p.
		<hr/> 20 p.		

STATISTICS

FOR THE

HALF-YEAR ENDING JAN. 31, 1894.

S U M M A R Y.
January 31, 1894.

GENERAL SCHOOLS.

	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent of Attendance.	No. at date.
Normal	1	11	191	184	7	96.3	191
Latin and High	11	130	3,701	3,516	185	95.0	3,675
Grammar	55	764	32,700	29,881	2,819	91.4	32,681
Primary	489	489	26,141	22,649	3,492	86.6	26,523
Kindergartens	45	81	2,411	1,753	658	72.7	2,518
Totals	601	1,475	65,144	57,983	7,161	89.0	65,588

SPECIAL SCHOOLS.

	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent of Attendance.	No. at date.
Horace Mann	1	12	96	83	13	85	110
Spectacle Island	1	1	16	13	3	81	20
Evening High	1	33	2,041	1,505	· · · · ·	· · · · ·	· · · · ·
Evening Elementary	15	151	3,566	2,219	· · · · ·	· · · · ·	· · · · ·
Evening Drawing	5	27	632	557	· · · · ·	· · · · ·	· · · · ·
Totals	23	224	6,351	4,377	· · · · ·	· · · · ·	· · · · ·

REGULAR TEACHERS.

SCHOOLS.	TEACHERS.		
	Males.	Females.	Total.
Normal School	2	7	9
Latin School	17	· · · · ·	17
Girls' Latin School	1	7	8
English High School	23	· · · · ·	23
Girls' High School	2	20	22
Roxbury High School	3	11	14
Dorchester High School	2	6	8
Charlestown High School	2	5	7
West Roxbury High School	2	3	5
Brighton High School	1	3	4
East Boston High School	2	3	5
Mechanic Arts High	6	· · · · ·	6
Grammar Schools	108	592	700
Primary Schools	· · · · ·	489	489
Kindergartens	· · · · ·	81	81
Totals	171	1,227	1,398

SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		12	12
Evening Schools	72	112	184
Evening Drawing Schools	22	5	27
French and German: High Schools	3		3
Music: High, Grammar, and Primary Schools	5	4	9
Kindergarten Methods: Normal School		2	2
Drawing: High and Grammar Schools	2		2
Physical Training	2		2
Sewing		31	31
Chemistry: Girls' High School		1	1
Laboratory Assistant: Girls' High School	1	1	2
Vocal and Physical Culture: Girls' High School		1	1
Vocal and Physical Culture: Girls' Latin School		1	1
Military Drill: High Schools	1		1
Manual Training Schools	3	9	12
Cooking Schools		10	10
Spectacle Island	1		1
Totals	112	189	301

NORMAL AND HIGH SCHOOLS.

Sem.-Annual Returns to January 31, 1894.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Masters.	Junior-Masters.	Sub-Masters.	Asst. Principals.	First Assistants.	Second Ass'ts.	Assistants.	Instructors.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.											
Normal	191	191	382	184	184	368	7	96	1	1	1	1	2	5	1	1	1
Latin	540	540	1,080	522	522	1,044	18	97	1	9	7	1	1	1	1	1	1
Girls' Latin	220	220	440	207	207	414	13	94	1	1	1	1	1	1	1	1	1
English High	724	724	1,448	693	693	1,386	31	96	1	7	15	1	1	1	1	1	1
Girls' High	745	745	1,490	700	700	1,400	45	94	1	1	1	1	1	18	1	1	1
Roxbury High	178	335	513	171	318	489	24	95	1	1	1	1	1	1	1	1	1
Dorchester High	79	152	231	75	141	216	15	94	1	1	1	1	1	1	1	1	1
Charlestown High	47	137	184	45	127	172	12	93	1	1	1	1	1	1	1	1	1
West Roxbury High	43	87	130	41	80	121	9	93	1	1	1	1	1	1	1	1	1
Brighton High	36	59	95	35	56	91	4	96	1	1	1	1	1	1	1	1	1
East Boston High	36	80	116	33	76	109	7	94	1	1	1	1	1	1	1	1	1
Mechanic Arts High	203	203	406	196	196	392	7	97	1	2	2	1	1	1	1	1	1
Totals	1,886	2,006	3,892	1,811	1,889	3,700	192	95.1	7	23	29	1	1	3	5	56	3

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JANUARY 31, 1894.

Schools.	First-year class,	Second-year class,	Third-year class,	Promised-year class,	Fourth-year class,	Fifth-year class,	Sixth-year class,	Out-of-course class,	Whole number at date,	11 years,	12 years,	13 years,	14 years,	15 years,	16 years,	17 years,	18 years,	19 years,	20 years,	21 years and over,
Normal	67	70	54	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	191	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
Latin	130	67	103	79	55	35	124	503	13	35	68	111	149	99	70	29	13	4	2	
Girls' Latin	32	38	51	34	24	13	25	217	2	10	36	33	35	42	33	14	9	3	1	
English High	238	246	173	61	. . . . .	. . . . .	. . . . .	718	. . . . .	. . . . .	13	61	142	198	171	97	25	9	2	
Girls' High	363	151	132	80	. . . . .	. . . . .	. . . . .	716	. . . . .	. . . . .	3	48	145	202	142	107	45	20	4	
Roxbury High	194	157	125	32	. . . . .	. . . . .	. . . . .	508	. . . . .	. . . . .	10	29	86	148	138	82	14	1	1	
Dorchester High	81	75	59	13	. . . . .	. . . . .	. . . . .	228	. . . . .	. . . . .	1	29	48	60	61	26	10	1	1	
Charlestown High	77	36	46	16	. . . . .	. . . . .	. . . . .	175	. . . . .	. . . . .	1	13	40	52	32	25	8	4	1	
West Roxbury High	49	52	34	. . . . .	. . . . .	. . . . .	. . . . .	126	. . . . .	. . . . .	1	1	10	14	47	29	22	2	1	
Brighton High	47	25	21	. . . . .	. . . . .	. . . . .	. . . . .	93	. . . . .	. . . . .	2	9	28	27	14	11	2	1	1	
East Boston High	39	39	34	. . . . .	. . . . .	. . . . .	. . . . .	112	. . . . .	. . . . .	2	8	13	38	25	19	7	1	1	
Mechanic Arts High	189	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	189	. . . . .	. . . . .	8	44	72	43	16	6	1	1	1	
Totals	1,487	956	832	315	79	48	149	3,866	15	46	137	350	744	985	766	466	179	90	94	

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1894.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal	8	191	23.9
Latin	16	540	33.8
Girls' Latin	7	220	31.4
English High	22	724	32.9
Girls' High	21	745	35.5
Roxbury High	13	513	39.5
Dorchester High	7	231	33.0
Charlestown High	6	184	30.7
West Roxbury High	4	130	32.5
Brighton High	3	95	31.7
East Boston High	4	116	29.0
Mechanic Arts High	5	203	40.6
Totals	116	3,892	33.6

ADMISSIONS, SEPTEMBER, 1893.

NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Average Age.	
		Years.	Months.
Girls' High School	48	19	6
Roxbury High School	5	19	8
From other sources	21	19	6
Totals	74	19	6

High School Graduates, Fourth-year class, June, 1893, Boys, 5; Girls, 75.

LATIN AND HIGH SCHOOLS.

SCHOOLS.	Admitted.		From Grammar Schools.	From other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Mos.
Latin	259	221	38	259	14	6	
Girls' Latin	76	62	14	76	14	9	
English High	262	230	32	262	15	4	
Girls' High	405	371	34	405	15	7	
Roxbury High	66	132	22	198	15	4	
Dorchester High	17	71	19	88	15	3	
Charlestown High	23	65	5	88	15	5	
West Roxbury High	14	34	9	48	15	6	
Brighton High	24	28	6	52	15	2	
East Boston High	13	30	5	43	15	6	
Mechanic Arts High	228	227	1	228	16	2	
Totals	906	841	1,562	185	1,747		

GRAMMAR SCHOOLS.

Semi-Annual Returns to January 31, 1894.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.														
Adams	198	186	384	182	171	353	31	92	1	1	1	1	6							
Agassiz	485	—	485	452	—	452	33	93	1	1	1	1	7							
Bennett	254	244	498	243	231	474	24	95	1	2	1	1	7							
Bigelow	740	—	740	689	—	689	51	93	1	2	1	2	9							
Bowditch	470	470	—	433	433	—	37	92	1	—	2	1	6							
Bowdoin	404	404	—	356	356	—	48	88	1	—	2	1	7							
Brimmer	592	—	592	526	—	526	66	89	1	2	1	1	8							
Bunker Hill	239	233	472	216	213	429	43	91	1	1	2	2	8							
Chapman	345	314	659	315	287	602	57	91	1	1	2	2	7							
Charles Sumner	383	354	737	359	328	687	50	93	1	1	2	2	8							
Comins	276	287	563	255	261	516	47	92	1	1	2	1	6							
Dearborn	388	261	649	357	235	592	57	91	1	1	2	1	9							
Dillaway	667	667	—	596	596	—	71	89	1	—	2	3	7							
Dudley	677	—	677	—	630	630	47	93	1	2	1	1	9							
Dwight	662	—	662	—	606	606	56	92	1	2	1	1	9							
Edward Everett	315	348	663	290	319	605	58	91	1	1	2	2	6							
Elliot	1,004	—	1,004	897	—	897	107	89	1	3	1	1	16							
Emerson	396	351	747	359	321	680	67	91	1	1	2	2	10							
Everett	730	730	—	653	653	—	77	89	1	—	2	3	9							
Franklin	688	688	—	618	618	—	70	89	1	—	2	3	8							
Frothingham	303	345	648	278	308	586	62	90	1	1	2	2	7							
Gastou	766	766	—	695	695	—	71	91	1	—	2	2	9							
George Putnam	168	205	373	157	186	343	30	92	1	1	1	1	5							
Gibson	206	214	420	193	194	387	33	92	1	1	1	1	5							
Hancock	737	737	—	660	660	—	77	90	1	—	2	2	11							
Harris	184	181	365	170	165	335	30	92	1	—	2	—	6							
Harvard	312	346	658	292	320	612	46	93	1	1	2	2	7							

GRAMMAR SCHOOLS.—*Concluded.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters,	1st Assistants,	2d Assistants,	3d Assistants,							
	Boys. Girls. Total.			Boys. Girls. Total.																
	Boys.	Girls.	Total.	Boys.	Girls.	Total.														
Henry L. Pierce	356	333	689	335	303	638	51	93	1	1	2	2	8							
Hugh O'Brien	460	326	786	431	304	735	51	94	1	1	2	2	9							
Hyde	654	654	1,308	593	593	1,186	61	91	1	1	2	2	8							
John A. Andrew	371	362	733	349	332	681	52	93	1	1	2	2	10							
Lawrence	737	737	1,474	708	708	1,416	29	96	1	3	1	1	10							
Lewis	351	393	744	329	360	689	55	93	1	1	2	2	9							
Lincoln	597	597	1,194	544	544	1,088	53	91	1	2	1	1	7							
Lowell	409	401	810	374	363	737	73	91	1	1	2	2	10							
Lyman	334	177	511	312	165	477	34	93	1	1	2	2	6							
Martin	195	162	357	180	147	327	30	92	1	1	1	2	4							
Mather	377	345	722	344	306	650	72	90	1	1	2	2	9							
Minot	160	157	317	151	144	295	22	93	1	1	1	1	5							
Norcross	619	619	1,238	565	565	1,130	54	91	1	2	3	3	9							
Phillips	899	899	1,798	811	811	1,622	88	90	1	3	1	1	12							
Prescott	231	215	446	213	193	406	40	91	1	1	1	1	6							
Prince	204	297	501	188	270	458	43	91	1	1	1	1	7							
Quincy	540	540	1,080	469	469	938	469	71	87	1	2	1	1							
Rice	481	481	962	437	437	874	437	44	91	1	2	1	2							
Robert G. Shaw	141	131	272	133	121	254	18	93	1	1	1	1	5							
Sherwin	559	559	1,118	515	515	1,033	515	44	92	1	2	1	1							
Shurtleff	657	657	1,314	581	581	1,162	76	88	1	2	3	3	8							
Stoughton	119	166	285	111	152	263	22	92	1	1	1	1	5							
Thomas N. Hart	463	463	926	434	434	868	434	29	94	1	1	1	1							
Tileston	60	73	133	56	67	123	10	93	1	1	1	1	3							
Warren	337	338	675	316	317	633	42	94	1	1	3	2	7							
Washington Allston . . .	384	427	811	354	390	744	67	92	1	1	2	2	9							
Wells	574	574	1,148	507	507	974	67	88	1	2	1	1	9							
Winthrop	670	670	1,340	595	595	1,180	75	89	1	2	4	8	8							
Totals	16,802	15,868	32,770	14,324	15,557	29,881	2,819	91.4	53.55	86	89	417								

GRAMMAR SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, January 31, 1894.

Schools.	Fifth Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Seventh Class.	Eighth Class.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years.	and over.	
Adams	25	40	43	89	98	57	33	355	10	26	53	62	67	81	55	24	6	1	• •	
Agassiz	38	51	53	129	115	119	• • •	499	10	35	74	71	93	84	58	46	24	1	1	
Bennett	80	53	72	91	96	94	• • •	486	8	26	65	73	86	81	85	48	12	2	• •	
Bigelow	55	112	119	166	131	168	• • •	742	11	49	106	116	146	152	106	39	12	4	1	
Bowditch	37	47	99	116	106	61	• • •	466	1	9	37	70	74	73	66	56	33	13	3	1
Bowdoin	36	37	73	40	84	96	37	405	8	29	52	47	74	72	54	46	16	7	• •	
Brimmer	36	65	80	102	99	138	40	599	13	49	76	105	167	117	77	38	12	4	1	
Bunker Hill	47	57	68	79	99	101	20	471	• • •	12	36	60	64	92	83	69	30	9	• •	
Chapman	53	93	132	152	126	115	• • •	671	3	13	62	90	97	121	93	92	56	33	16	1
Charles Sumner	84	81	107	143	155	165	• • •	735	1	19	67	123	130	118	116	93	40	21	7	• •
Comins	48	81	87	104	135	112	• • •	567	1	14	55	76	105	112	96	70	29	5	4	• •
Dearborn	41	79	96	97	153	179	• • •	645	1	9	27	33	104	142	133	91	40	12	3	• •
Dillaway	64	91	108	114	134	150	• • •	661	1	17	52	91	104	125	94	90	56	22	6	1
Dudley	48	99	102	108	146	141	34	680	• • •	8	42	97	110	131	112	85	65	25	4	1
Dwight	51	100	105	151	110	110	33	660	• • •	20	43	94	108	95	124	89	61	22	4	• •
Edward Everett	61	65	112	137	143	123	• • •	671	• • •	16	63	77	91	105	96	79	49	11	3	• •
Eliot	44	58	86	103	165	211	226	1,035	21	28	78	128	137	131	200	156	66	9	1	• •
Emerson	48	87	87	143	179	168	31	743	• • •	6	44	108	124	128	132	109	65	22	4	1
Everett	81	102	113	161	114	121	32	724	• • •	21	56	100	113	105	143	101	49	25	8	3
Franklin	40	100	106	102	166	118	43	675	• • •	5	55	167	94	130	118	77	57	23	8	1
Frothingham	44	80	86	111	144	144	41	650	• • •	16	62	86	91	121	126	94	43	11	1	• •
Gaston	47	101	111	162	150	192	• • •	763	• • •	19	69	104	128	131	90	60	29	8	• •	
George Putnam	24	46	54	56	82	116	• • •	378	• • •	3	32	47	68	65	73	53	21	11	2	3
Gibson	43	53	57	79	91	89	• • •	412	2	16	37	59	70	74	57	43	35	18	1	• •

STATISTICS.

DISTRIBUTION OF PUPILS IN RESPECT BOTH

CLASSES.			Under 4 years.	4	5	6	7	8	9
Latin Schools.	All Classes {	Boys . .	.	.	.	.	.	.	.
		Girls . .	.	.	.	.	.	.	.
High Schools.	Totals . . . .	.	.	.	.	.	.	.	.
	Advanced Class . . . {	Boys . .	.	.	.	.	.	.	.
High Schools.	Third-year Class . . . {	Boys . .	.	.	.	.	.	.	.
		Girls . .	.	.	.	.	.	.	.
High Schools.	Second-year Class . . . {	Boys . .	.	.	.	.	.	.	.
		Girls . .	.	.	.	.	.	.	.
High Schools.	First-year Class . . . {	Boys . .	.	.	.	.	.	.	.
		Girls . .	.	.	.	.	.	.	.
Grammar Schools.	Totals . . . .	.	.	.	.	.	.	.	.
Grammar Schools.	First Class {	Boys . .	.	.	.	.	.	.	.
		Girls . .	.	.	.	.	.	.	.
Grammar Schools.	Second Class {	Boys . .	.	.	.	.	.	.	.
		Girls . .	.	.	.	.	.	.	.
Grammar Schools.	Third Class {	Boys . .	.	.	.	.	.	1	.
		Girls . .	.	.	.	.	.	.	1
Grammar Schools.	Fourth Class {	Boys . .	.	.	.	.	.	1	24
		Girls . .	.	.	.	.	.	3	36
Grammar Schools.	Fifth Class {	Boys . .	.	.	.	.	.	16	245
		Girls . .	.	.	.	.	.	21	284
Grammar Schools.	Sixth Class {	Boys . .	.	.	.	.	3	258	966
		Girls . .	.	.	.	.	10	291	894
Grammar Schools.	Ungraded Class . . . {	Boys . .	.	.	.	.	21	30	97
		Girls . .	.	.	.	.	.	28	68
Grammar Schools.	Totals . . . .	.	.	.	.	.	35	649	2,615
Primary Schools.	First Class {	Boys . .	.	.	.	11	305	1,197	1,117
		Girls . .	.	.	.	15	376	1,096	1,033
Primary Schools.	Second Class {	Boys . .	.	.	7	515	1,563	1,316	616
		Girls . .	.	.	7	530	1,387	1,088	465
Primary Schools.	Third Class {	Boys . .	.	26	1,753	2,567	1,276	458	137
		Girls . .	.	20	1,438	2,060	1,169	440	90
Primary Schools.	Totals . . . .	.	.	46	3,205	5,698	6,076	5,595	3,458
Kindergartens.	All Classes {	Boys . .	137	610	442	57	1	.	.
		Girls . .	180	569	451	66	5	.	.
Kindergartens.	Totals . . . .	.	317	1,179	893	123	6	.	.
Kindergartens.	Totals by Ages . . . .	.	317	1,225	4,098	5,821	6,117	6,244	6,073

TO AGE AND TO CLASSES, JANUARY 31, 1894.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals by Classes.
13	35	68	111	149	99	70	29	19	593	
2	10	36	33	35	42	33	14	12	217	
15	45	104	144	184	141	103	43	31	810	
1	7	16	34	21	46	54	21	79		
2	21	46	54	123						
9	67	114	81	15	286					
2	68	124	104	40	338					
11	72	139	114	35	8	379				
11	68	150	108	53	12	402				
1	22	91	185	170	81	21	7	578		
11	93	223	241	77	31	4	680			
1	33	206	560	844	655	405	161	2,865		
2	38	192	449	373	199	40	8	1,301		
20	165	399	488	273	89	14	14	1,448		
32	215	527	605	367	104	23	4	1,877		
22	174	539	620	398	152	34	11	1,951		
27	222	645	793	529	226	51	4	2	2,500	
15	222	573	743	502	191	53	15	2	2,317	
243	737	919	751	391	103	22	..	..	3,191	
260	702	905	681	297	89	15	6	..	2,994	
804	940	697	479	197	44	22	1	..	3,445	
795	882	657	379	126	33	7	..	1	3,186	
1,073	731	365	170	74	18	2	..	..	3,660	
963	589	300	135	45	12	..	1	..	3,240	
167	180	205	154	77	22	1	1	1	..	956
141	136	118	92	26	5	..	1	..	..	615
4,489	5,397	5,831	5,800	4,337	2,369	901	215	43	..	32,681
624	204	82	20	..	..	..	..	..	..	3,560
517	207	79	44	..	..	..	..	..	..	3,367
220	69	18	..	..	..	..	..	..	..	4,324
168	51	15	6	..	..	..	..	..	..	3,717
35	10	5	2	..	..	..	..	..	..	6,269
47	12	5	5	..	..	..	..	..	..	5,286
1,611	553	204	77	..	..	..	..	..	..	26,523
..	..	..	..	..	..	..	..	..	..	1,247
..	..	..	..	..	..	..	..	..	..	1,271
..	..	..	..	..	..	..	..	..	..	2,518
6,100	5,965	6,081	6,014	4,687	3,113	1,886	973	491	192	65,397

PRIMARY SCHOOLS.

Semi-annual Returns, to January 31, 1894.

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.					
		Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Adams	5	154	146	300	139	125	264	36	88	178	122	300					
Agassiz	4	133	87	220	121	74	195	25	89	124	107	231					
Bennett	7	196	183	379	176	159	335	44	88	227	157	384					
Bigelow	13	346	289	635	295	234	529	106	83	340	289	629					
Bowlitch	10	276	263	539	239	227	466	73	56	321	231	552					
Bowdoin	8	191	186	377	160	154	314	63	83	247	148	395					
Brimmer	7	203	145	348	177	123	300	48	86	200	156	356					
Bunker Hill	10	221	164	385	199	142	341	44	89	220	182	402					
Chapman	6	177	156	333	155	136	291	42	87	210	130	340					
Charles Summer . .	11	315	281	596	273	241	514	82	86	363	226	589					
Comins	6	143	125	268	123	106	229	39	85	144	129	273					
Dearborn	14	438	332	770	384	284	668	102	87	415	389	804					
Dillaway	9	240	237	477	213	204	417	60	87	286	182	468					
Dudley	12	348	304	652	298	252	550	102	84	357	310	667					
Dwight	10	276	279	555	242	240	482	73	87	333	221	554					
Edward Everett . .	9	249	250	499	221	215	436	63	87	302	204	506					
Eliot	9	308	190	498	266	166	432	66	87	280	173	453					
Emerson	11	294	290	584	265	255	520	64	89	324	292	616					
Everett	10	270	300	570	236	244	480	90	84	279	311	590					
Franklin	12	315	309	624	276	263	539	85	86	358	279	637					
Frothingham . . .	9	254	227	481	229	201	430	51	89	329	164	493					
Gaston	8	215	248	463	187	213	400	63	86	244	194	438					
George Putnam . .	6	162	150	312	144	129	273	39	88	174	142	316					
Gibson	6	170	156	326	148	132	280	46	86	233	138	371					
Hancock	18	506	552	1,058	445	479	924	134	87	631	429	1,060					
Harris	6	161	130	291	139	110	249	42	86	149	149	298					
Harvard	11	307	287	594	272	252	524	70	88	336	263	599					
Henry L. Pierce . .	7	185	175	360	160	150	310	50	86	198	171	369					

PRIMARY SCHOOLS.—*Concluded.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence, per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.				
Hugh O'Brien .	11	390	262	652	336	221	557	95 85	367	303	670
Hyde	9	243	247	490	218	218	436	54 89	282	220	502
John A. Andrew .	12	329	337	666	284	286	570	96 87	349	345	664
Lawrence	16	673	206	879	591	177	768	111 87	517	393	910
Lewis	10	227	251	478	202	218	420	58 88	268	223	491
Lincoln	6	248	95	343	215	75	290	53 85	203	136	339
Lowell	17	461	428	889	392	358	750	139 84	466	400	866
Lyman	9	264	191	455	244	171	415	40 91	257	230	487
Martin	4	114	91	205	97	76	173	32 84	117	92	209
Mather	11	321	310	631	269	251	520	111 82	383	242	625
Minot	3	108	109	217	92	93	185	32 85	125	91	216
Norcross	12	203	444	647	182	301	573	74 89	359	297	656
Phillips	5	154	139	293	142	129	271	22 92	167	105	272
Preseott	7	204	172	376	183	150	333	43 89	233	153	386
Prince	6	162	155	317	140	127	267	50 84	190	159	349
Quincy	11	400	216	616	344	177	521	95 85	310	310	620
Rice	8	154	151	305	142	134	276	29 90	148	170	318
Robt. G. Shaw .	5	99	84	183	85	70	155	28 85	101	82	183
Sherwin	9	216	220	436	195	196	391	45 90	238	206	444
Shurtleff	6	172	196	368	151	169	320	48 87	220	153	373
Stoughton	4	118	102	220	104	88	192	28 87	130	96	226
Thomas N. Hart .	10	371	176	547	332	149	481	66 88	328	228	556
Tileston	2	44	32	76	40	27	67	9 88	47	34	81
Warren	7	174	195	369	158	173	331	38 90	231	135	366
Washington Allston . . .	11	327	317	644	287	268	555	89 86	378	254	632
Wells	18	551	469	1,020	469	396	865	155 85	665	391	1,056
Winthrop	6	135	190	325	116	159	275	50 85	174	162	336
Totals . . .	489	13,915	12,226	26,141	12,192	10,457	22,649	3,492 86,6	15,025	11,498	26,523

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, January 31, 1894.

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Adams	74	90	136	300	29	78	71	59	31	18	8	3	3
Agassiz	68	76	87	231	24	48	52	51	32	17	5	2	2
Bennett	78	134	172	384	51	90	86	80	48	21	5	1	2
Bigelow	174	195	260	629	51	146	143	142	81	38	18	5	5
Bowditch	141	147	264	552	72	133	116	110	72	31	19	6	12
Bowdoin	93	98	204	395	47	104	96	74	51	16	4	2	1
Brimner	83	98	175	356	36	81	83	62	56	29	7	1	1
Bunker Hill . . .	105	121	176	402	60	81	79	82	63	23	9	4	1
Chapman	112	112	116	340	39	79	92	79	35	13	1	2	2
Chas. Sumner . .	158	205	226	589	90	116	157	125	70	21	6	4	2
Comins	65	102	106	273	36	62	46	57	39	20	10	3	2
Dearborn	227	216	361	804	89	148	178	162	107	74	30	15	1
Dillaway	198	153	207	468	81	103	102	105	53	18	5	1	1
Dudley	155	200	312	667	106	128	123	126	102	54	15	9	4
Dwight	144	161	249	554	66	130	137	122	63	28	5	3	2
Edward Everett . .	135	173	198	506	45	107	150	108	61	24	9	2	2
Eliot	101	153	199	453	75	106	99	74	59	23	10	5	2
Emerson	160	155	301	616	65	124	135	138	94	38	15	4	3
Everett	184	173	233	590	45	104	130	156	76	54	14	7	4
Franklin	138	180	319	637	91	127	140	135	76	51	14	2	1
Frothingham . . .	123	156	214	493	83	105	141	92	49	19	4	2	2
Gaston	133	125	180	438	67	94	83	101	61	19	7	4	2
Geo. Putnam . . .	73	109	134	316	39	69	66	73	41	20	3	3	2
Gibson	112	80	179	371	55	67	111	74	49	11	2	2	2
Hancock	232	280	548	1,960	126	268	237	184	130	82	28	5	2
Harris	100	88	110	298	26	56	67	63	54	26	4	2	2
Harvard	150	221	228	599	90	116	130	124	83	39	13	4	2
Henry L. Pierce .	137	102	130	369	24	70	104	87	50	24	6	3	1

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Hugh O'Brien,	176	228	266	670	107	138	122	150	96	40	14	3	+
Hyde	164	109	229	502	60	103	119	103	67	34	10	5	1
J. A. Andrew .	216	220	228	664	50	143	126	161	98	50	20	12	4
Lawrence . . .	177	285	448	910	115	182	220	192	122	50	23	5	1
Lewis	167	133	191	491	36	94	138	117	77	24	3	1	1
Lincoln	87	104	148	339	52	81	70	85	30	15	6	...	...
Lowell	246	269	351	866	98	177	191	188	121	48	25	11	7
Lyman	105	149	233	487	51	115	91	105	62	37	17	5	4
Martin	50	59	100	209	37	44	36	45	27	14	4	2	...
Mather	191	172	262	625	62	146	175	130	74	27	7	4	...
Minot	42	66	108	216	25	52	48	50	31	6	3	1	...
Norcross	146	198	312	656	97	131	131	141	87	36	23	9	1
Phillips	53	106	113	272	53	59	55	58	27	13	7	...	...
Prescott	101	146	139	386	67	84	82	83	40	22	5	2	1
Prince	97	90	162	349	33	73	84	72	64	15	6	2	...
Quincey	160	231	229	620	66	120	124	117	93	66	24	9	1
Rice	114	82	122	318	47	67	64	73	52	32	8	4	1
Robt. G. Shaw .	52	57	74	183	25	34	42	54	20	6	2	...	...
Sherwin	102	177	165	444	49	96	93	99	50	33	11	4	...
Shurtleff	105	118	150	373	40	81	99	79	55	14	3	2	...
Stoughton	60	66	100	226	31	45	54	42	28	21	1	3	1
Thos. N. Hart .	168	174	214	556	49	122	157	101	73	37	8	4	2
Tileston	20	26	35	81	9	15	23	14	15	4	1	...	...
Warren	109	101	156	366	42	90	99	97	27	8	3	...	...
Washington Allston	147	185	300	632	64	142	172	132	70	27	18	5	2
Wells	221	279	556	1,056	167	271	227	190	112	63	23	5	...
Winthrop	88	108	140	336	41	53	80	69	45	18	11	6	13
Totals	6,927	8,041	11,555	26,523	3,251	5,698	6,076	5,595	3,458	1,611	553	201	77

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1894.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams	9	384	42.7	Hyde	12	654	54.5
Agassiz	10	485	48.5	J. A. Andrew,	15	733	48.9
Bennett	10	498	49.8	Lawrencee	15	737	49.1
Bigelow	14	740	52.9	Lewis	14	744	53.1
Bowditch	9	470	52.2	Lincoln	11	597	54.3
Bowdoin	10	404	40.4	Lowell	15	810	54.0
Brimmer	12	592	49.3	Lyman	11	511	46.4
Bunker Hill	13	472	36.3	Martin	8	357	44.6
Chapman	12	659	54.9	Mather	14	722	51.6
Chas. Sumner	13	737	56.7	Minot	7	317	45.3
Comins	10	563	56.3	Norcross	14	619	44.2
Dearborn	13	649	49.9	Phillips	17	899	52.9
Dillaway	12	667	55.6	Prescott	9	446	49.6
Dudley	13	677	52.1	Prince	10	501	50.1
Dwight	13	662	50.9	Quincy	11	540	49.1
Edw. Everett	11	663	60.3	Rice	11	481	43.7
Eliot	21	1,004	47.8	Robt. G. Shaw	7	272	38.9
Emerson	15	747	49.8	Sherwin	11	559	50.8
Everett	14	730	52.1	Shurtleff	13	657	50.5
Franklin	13	688	52.9	Stoughton	6	285	47.5
Frothingham	12	648	54.0	Thos. N. Hart	9	463	51.4
Gaston	13	766	58.9	Tileston	3	133	44.3
Geo. Putnam	7	373	53.3	Warren	13	675	51.9
Gibson	8	420	52.5	Washington	14	811	57.9
Hancock	15	737	49.1	Allston			
Harris	8	365	45.6	Wells	12	574	47.8
Harvard	12	658	54.8	Winthrop	14	670	47.9
H. L. Pierce	13	689	53.0	Totals	645	32,700	50.7
Hugh O'Brien	14	786	56.1				

TEMPORARY TEACHERS: One each in the Brimmer, Dudley, Edward Everett, Gaston, Hyde, Lawrence, and Prescott; two each in the Comins and Washington Allston.

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, January 31, 1894.

DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams	5	300	60.0	Hyde	9	490	54.4
Agassiz	4	220	55.0	J. A. Andrew ...	12	666	55.5
Bennett	7	379	54.1	Lawrence	16	879	54.9
Bigelow	13	635	48.1	Lewis	10	478	47.8
Bowditch	10	539	53.9	Lincoln	6	343	57.2
Bowdoin	8	377	47.1	Lowell	17	889	52.3
Brimmer	7	348	49.7	Lyman	9	455	50.5
Bunker Hill ...	10	385	38.5	Martin	4	205	51.3
Chapman	6	333	55.5	Mather	11	631	57.4
Charles Sumner,	11	596	54.2	Minot	3	217	72.3
Comins	6	268	44.7	Norcross	12	647	53.9
Dearborn ...	14	770	55.0	Phillips	5	293	58.6
Dillaway	9	477	53.0	Prescott ...	7	376	53.7
Dudley	12	652	54.3	Prince	6	317	52.8
Dwight	10	555	55.5	Quincy	11	616	56.0
Edward Everett,	9	499	55.4	Rice	8	305	38.1
Eliot	9	498	55.3	Robert G. Shaw	5	183	36.6
Emerson	11	584	53.1	Sherwin	9	436	48.4
Everett	10	570	57.0	Shurtleff	6	368	61.3
Franklin	12	624	52.0	Stoughton	4	220	55.0
Frothingham ...	9	481	53.5	Thos. N. Hart ...	10	547	54.7
Gaston	8	463	57.9	Tileston	2	76	38.0
George Putnam,	6	312	52.0	Warren	7	369	52.7
Gibson	6	326	54.3	Washington Allston	11	644	58.5
Hancock	18	1,058	58.8	Wells	18	1,020	56.7
Harris	6	291	48.5	Winthrop	6	325	54.2
Harvard	11	594	54.0				
Henry L. Pierce	7	360	51.4	Totals	489	26,141	53.5
Hugh O'Brien .	11	652	59.3				

TEMPORARY TEACHERS: One each in the Adams, Dudley, Franklin, Gaston, Lincoln, Prescott, and Stoughton; two in the Minot.

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools for the five months ending January 31, 1894.

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS	Boys.	Girls.	Total.
Adams	26	29	55	Hugh O'Brien	100	63	163
Agassiz	31	21	52	Hyde	55	84	139
Bennett	41	38	79	John A. Andrew	67	77	144
Bigelow	78	62	140	Lawrence	91	33	124
Bowditch	66	56	122	Lewis	53	65	118
Bowdoin	38	36	74	Lincoln	38	34	72
Brimmer	31	31	62	Lowell	115	120	235
Bunker Hill	48	30	78	Lyman	47	35	82
Chapman	65	60	125	Martin	16	21	37
Charles Sumner	85	74	159	Mather	94	74	168
Comins	39	27	66	Minot	24	21	45
Dearborn	94	59	153	Norcross	21	55	76
Dillaway	61	41	102	Phillips	43	31	74
Dudley	79	79	158	Prescott	34	41	75
Dwight	68	76	144	Prince	41	50	91
Edward Everett	56	58	114	Quiney	55	13	68
Eliot	51	31	82	Rice	67	48	115
Emerson	74	66	140	Robert G. Shaw	23	17	40
Everett	67	84	151	Sherwin	44	55	99
Franklin	82	87	169	Shurtleff	32	19	51
Frothingham	60	50	110	Stoughton	18	34	52
Gaston	55	39	94	Thomas N. Hart	92	45	137
George Putnam	26	40	66	Tileston	12	10	22
Gibson	37	40	77	Warren	48	51	99
Hancock	92	113	205	Washington Allston	60	60	120
Harris	41	35	76	Wells	121	101	222
Harvard	39	47	86	Winthrop	21	21	42
Henry L. Pierce	45	41	86	Totals	2986	2,728	5,714

GRAMMAR SCHOOLS.

Number of Diploma Scholars, June, 1893. Number of these admitted to High and Latin Schools, September, 1893.

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Total.			Boys.	Girls.	Total.	
Adams	16	6	22	12	Hyde	38	38	16	
Agassiz	37	—	37	18	J. A. Andrew	20	18	38	6
Bennett	23	24	47	33	Lawrence	78	—	78	26
Bigelow	39	—	39	12	Lewis	25	25	50	14
Bowditch	40	40	80	25	Lincoln	35	—	35	16
Bowdoin	30	30	60	20	Lowell	21	23	44	20
Brimmer	39	—	39	18	Lyman	24	18	42	16
Bunker Hill . . .	23	22	45	15	Martin	9	25	34	20
Chapman	24	27	51	22	Mather	22	19	41	25
Chas. Sumner . . .	23	36	59	23	Minot	16	20	36	23
Comins	28	23	51	18	Norcross	—	39	39	11
Dearborn	28	29	57	28	Phillips	38	—	38	25
Dillaway	—	44	44	36	Prescott	21	24	45	27
Dudley	44	—	44	35	Prince	30	31	61	49
Dwight	41	—	41	24	Quincey	37	—	37	10
Edward Everett . . .	31	30	61	44	Rice	32	—	32	27
Eliot	58	—	58	18	Robt. G. Shaw . . .	10	12	22	13
Emerson	16	24	40	21	Sherwin	36	—	36	3
Everett	—	78	78	41	Shurtleff	—	50	50	28
Franklin	37	37	74	26	Stoughton	12	13	25	15
Frothingham . . .	16	27	43	29	Thos. N. Hart . . .	33	—	33	15
Gaston	—	40	40	29	Tileston	9	6	15	9
George Putnam . . .	15	10	25	18	Warren	22	25	47	29
Gibson	15	18	33	25	Washington Allston	27	27	51	36
Hancock	—	17	17	3	Wells	—	29	29	10
Harris	11	22	33	26	Winthrop	59	59	30	
Harvard	24	19	43	21	Totals	1177	1164	2341	1,261
Henry L. Pierce . . .	24	21	45	21					
Hugh O'Brien . . .	45	39	84	51					

R E P O R T
OF
COMMITTEE ON ACCOUNTS.

TWENTY-SIXTH ANNUAL REPORT.

COMMITTEE ON ACCOUNTS.

BOSTON, March 1, 1894.

To the School Committee:

The Committee on Accounts, in compliance with the Rules of the Board, herewith submit their report for the financial year 1893-94.

The Auditing Clerk is required by the Regulations to submit, at the close of each financial year, an account of the expenditures in detail. This "statement of expenditures" has been received and is included in the report.

Since 1889, when the Legislature transferred to the School Committee the responsibility of repairing school-houses, all expenditures incurred for the running expenses of the schools come under the direction of the School Committee.

Under date of Dec. 27, 1892, this committee presented to the Board the amount that, in their judgment, would be required to carry on the schools for the financial year 1893-94, exclusive of new school-houses. The estimates submitted, after receiving the approval of the School Board, were forwarded to His Honor the Mayor. The amount requested for ordinary expenses was subdivided as follows :

Salaries of instructors	.	.	.	.	.	.	\$1,462,700 00
Salaries of officers	.	.	.	.	.	.	61,220 00
Salaries of janitors	.	.	.	.	.	.	115,000 00
Fuel, gas, and water	.	.	.	.	.	.	82,500 00
Supplies and incidentals	.	.	.	.	.	.	107,900 00
School-houses, repairs, etc.	.	.	.	.	.	.	261,000 00
Total ordinary expenses	.	.	.	.	.	.	<u>\$2,090,320 00</u>

The City Council granted two appropriations for the running expenses of the schools, one of \$1,804,000, under the head of "School Committee," and the other \$190,000, under the head of "Public Buildings, Schools," making a total of \$1,994,000, a reduction of \$96,320 from the amount requested by the School Committee. Of this reduction \$71,000 were taken from the appropriation requested for repairs, etc., of school-houses. The total amount granted was less by \$6,000 than that allowed for the year previous, although the number of pupils in the schools is increasing at the rate of two to three per cent. each year. This fact alone ought to indicate that an increased rather than a diminished appropriation should be allowed.

During the year the committees of the School Board having charge of the expenditures were constantly reminded of the insufficiency of the appropriation, and in many important directions expenses were curtailed on that account.

Towards the end of the year it became evident that the appropriation remaining would not be sufficient to continue the schools, excepting by abridging the term of some of the schools, or by adopting other measures equally radical, which the School Board were reluctant to undertake.

Under date of Nov. 14, 1893, a communication was addressed to His Honor the Mayor, by the School Board, requesting an additional appropriation of \$15,000, to which the following reply was received :

CITY OF BOSTON, OFFICE OF THE MAYOR,
CITY HALL, Nov. 21, 1893.

FRED. G. PETTIGROVE, Esq., *President School Committee*:

DEAR SIR: In reply to the communication of the School Committee dated November 14 requesting a transfer, I have to say that it ought to be known to your committee that the City Council is limited by law in the amount which it can appropriate for current expenses of the City Government, including those of the School Committee, and that the total estimated income of the city is appropriated at the beginning of the fiscal year. There is no source of revenue from which the City Council can draw at this period of the year to increase any department's

appropriation; but the general appropriation order provides that during the last two months of the fiscal year transfers can be made from department balances, if any there be which indicate a surplus towards the close of the year. I have no doubt that after the first of December it will be possible to provide in this manner the additional appropriation which your committee desire.

Yours very truly,

N. MATTHEWS, JR.

The running expenses of the schools exceeded the appropriation and credits by \$15,254.11, which amount was transferred from other accounts by His Honor the Mayor and the City Auditor, thus satisfactorily providing for the deficiency at the end of the financial year 1893-94.

The ordinary expenses for the past year were as follows:

Salaries of instructors	\$1,470,051 03
Salaries of officers	62,023 34
Salaries of janitors	114,512 85
Fuel, gas, and water	86,666 99
Supplies and incidentals:	
Books	\$29,026 17
Printing	7,070 16
Stationery and drawing materials, 13,293 06	
Miscellaneous items	38,501 58
	—————
	87,890 97
School-house repairs, etc.	190,465 06
Expended from the appropriation	\$2,011,610 24
Expended from income of Gibson fund	907 08
	—————
Total expenditure	\$2,012,517 32
Total income	40,709 13
	—————
Net expenditure, School Committee	\$1,971,808 19

Your committee, in preparing the estimates, stated that the probable income would be as follows:

¹The City Council voted to place a flag-staff on the Shurtleff School, South Boston. The City Auditor charged the expense, \$100, to the running expenses of the schools, thus increasing this charge to \$1,971,908.19.

Non-residents, State and City	\$16,000 00
Trust-funds and other sources	26,000 00
Total estimated income	\$42,000 00

The income collected was as follows :

Non-residents, State and City	\$17,381 15
Trust-funds and other sources	20,768 75
Sale of books	203 10
State of Massachusetts, travelling expenses,	2,356 13
Total income	\$40,709 13

The net expenses of the School Committee, compared with those for 1892-93, show an increase of \$18,760.68.

The average number of pupils belonging to the different grades the past year was 71,495. The average cost per pupil amounted to \$27.58, a decrease, as compared with that of the previous year, of seventy-four cents per pupil.

The increase in the average number of pupils the past year was 2,525, the largest increase in any one year since 1875-76, which indicates that the number of children attending the schools is keeping pace with the increasing population of our city.

The gross expenses for the past year, compared with those for 1892-93, show a variation in the different items of the appropriation as follows :

Salaries of instructors, increased	\$45,206 74
Salaries of officers, increased	1,456 51
Salaries of janitors, increased	3,843 02
Fuel, gas, and water, increased	8,794 24
	<hr/>
	\$59,300 51
Supplies and incidentals, de-	
creased	\$4,955 95
School-houses, repairs, etc.,	
decreased	31,340 47
	<hr/>
	36,296 42
Total increase, gross	<hr/> \$23,004 09

The following shows the variation in the number of pupils and the increase in salaries in the different grades for the past year, compared with those for 1892-93 :

High Schools, pupils increased 230, salaries increased	\$13,866 72
Grammar Schools, pupils increased 801, salaries increased,	7,792 69
Primary Schools, pupils increased 706, salaries increased,	9,283 57
Horace Mann School, pupils decreased 1, salaries inc'd	1,107 47
Kindergartens, pupils increased 174, salaries increased	4,826 99
Evening Schools, pupils increased 627, salaries increased	3,886 50
Evening Drawing Schools, pupils decreased 11, salaries increased	741 00
Manual Training Schools, salaries increased	2,415 79
Special Teachers, salaries increased	1,286 01
Spectacle Island, pupils decreased 1	
Total increase in pupils, 2,525, in salaries	<u><u>\$45,206 74</u></u>

The expenses of the Mechanic Arts High School, which opened early in September, have been charged under the head of High Schools, as the academic branch of the school will probably be more expensive than the manual training department.

The number of regular instructors on the pay-rolls, Jan. 1, 1894, was 1,436, divided among the several grades of schools as follows : High Schools, 130 ; Grammar Schools, 700 ; Primary Schools, 493 ; Horace Mann School, 12 ; Kindergartens, 81 ; Manual Training, including Cookery, 20, — an increase of 35 regular instructors since Jan. 1, 1893.

In addition, there have been 126 temporary teachers and 54 special assistants employed in the day schools, an average of 198 instructors in the Evening and Evening Drawing Schools, and 58 special instructors, making a total of 1,872 instructors on the pay-rolls during the year.

Later in this report the expenses of each grade of schools are given, but include only such as are directly chargeable to the different grades. In addition, certain expenditures, which might be termed general expenses, such as cost of supervision, salaries of officers and directors of special studies, printing, the annual festival, and similar expendi-

tures, amounting to \$129,877.09, or about six per cent. of the running expenses, are incurred for the schools as a whole.

In like manner a certain part of the income collected, amounting to \$20,768.75, is received for the schools in general, and not for any particular grade.

The following shows the total net cost for carrying on each grade of schools, by charging and crediting each with its share *pro rata* of the general expenses and income:

NORMAL, LATIN, AND HIGH SCHOOLS.

Salaries of instructors	\$241,171 81
Salaries of janitors	<u>13,452 42</u>
Books, drawing materials, and stationery	8,327 88
Other supplies and miscellaneous items	2,138 45
Fuel, gas, and water	12,234 85
Furniture, repairs, etc.	20,088 81
Proportion of general expenses	<u>20,775 95</u>
Total cost	\$318,190 17
Income from sale of books	\$65 90
Proportion of general income	<u>3,322 30</u>
Net cost	<u>3,388 20</u>
Average number of pupils, 3,892; cost per pupil, \$80.88.	
Cost of educating 3,892 pupils	\$314,801 97
Tuition paid by 97 non-resident pupils	<u>7,246 62</u>
Net cost of educating 3,795 resident pupils	<u>\$307,555 35</u>
Average cost of each resident pupil, \$81.04.	

GRAMMAR SCHOOLS.

Salaries of instructors	\$723,299 44
Salaries of janitors	52,450 62
Books, drawing materials, and stationery	26,842 89
Other supplies and miscellaneous items	4,349 33
Fuel, gas, and water	38,534 90
Furniture, repairs, etc.	80,545 75
Proportion of general expenses	<u>64,687 59</u>
Total cost	\$990,710 52
Income from sale of books	\$73 17
Income from non-resident tuition	245 10
Proportion of general income	<u>10,344 24</u>
Net cost	<u>10,662 51</u>
Average number of pupils, 32,700; average cost per pupil, \$29.97.	

PRIMARY SCHOOLS.

Salaries of instructors	\$318,686 34
Salaries of janitors	43,215 87
Books, drawing materials, and stationery	6,082 34
Other supplies and miscellaneous items	3,294 31
Fuel, gas, and water	28,611 21
Furniture, repairs, etc.	69,212 20
Proportion of general expenses	34,864 93
 Total cost	 <u>\$533,967 20</u>
Income from sale of books	\$46 06
Income from non-resident tuition	20 81
Proportion of general income	<u>5,575 28</u>
	5,642 15
 Net cost	 <u>\$528,325 05</u>

Average number of pupils, 26,141; cost per pupil, \$20.21.

EVENING HIGH AND ELEMENTARY SCHOOLS.

Salaries of instructors	\$44,233 50
Salaries of janitors	2,173 94
Books, drawing materials, and stationery	1,688 03
Other supplies and miscellaneous items	31 51
Fuel, gas, and water	3,812 91
Furniture, repairs, etc.	1,026 14
Proportion of general expenses	3,699 96
 Total cost	 <u>\$56,665 99</u>
Income from sale of books	\$17 97
Proportion of general income	<u>591 66</u>
	609 63
 Net cost	 <u>\$56,056 36</u>

Average number of pupils, 5,607; average cost per pupil, \$10.

EVENING DRAWING SCHOOLS.

Salaries of instructors	\$11,130 00
Salaries of janitors	349 00
Drawing materials and stationery	633 26
Other supplies and miscellaneous items	13 79
Fuel, gas, and water	625 20
Furniture, repairs, etc.	1,022 95
Proportion of general expenses	962 20
 Total cost	 <u>\$14,736 40</u>
Proportion of general income	<u>153 87</u>
 Net cost	 <u>\$14,582 53</u>

Average number of pupils, 632; average cost per pupil, \$23.07.

HORACE MANN SCHOOL.		
Salaries of instructors		\$12,030 14
Salaries of janitors		960 00
Books, drawing materials, and stationery		96 42
Other supplies, car-fares, and miscellaneous items		1,892 73
Fuel, gas, and water		609 27
Furniture, repairs, etc.		906 82
Proportion of general expenses		1,152 29
Total cost		<u>\$17,647 67</u>
Proportion of general income		184 26
		<u>\$17,463 41</u>
Average number of pupils, 96; cost per pupil, \$181.91.		
Total cost of educating 96 pupils		<u>\$17,463 41</u>
Received from the State, etc., for tuition and travelling expenses of pupils		12,224 75
Net cost of educating 96 pupils		<u>\$5,238 66</u>
Net average cost of each pupil, \$54.57.		

KINDERGARTENS.		
Salaries of instructors		\$46,808 89
Salaries of janitors		1,371 00
Books, drawing materials, and stationery		24 39
Kindergarten supplies		1,100 24
Piano and stool		176 50
Services of maids		935 85
Other supplies and miscellaneous items		36 20
Fuel, gas, and water		639 53
Furniture, repairs, etc.		2,363 29
Proportion of general expenses		3,734 17
Total cost		<u>\$57,190 06</u>
Proportion of general income		597 14
Net cost		<u>\$56,592 92</u>

Average number of pupils, 2,411; average cost per pupil, \$23.47.

MANUAL TRAINING SCHOOLS.		
Salaries of instrnctors		\$15,684 90
Salaries of janitors		540 00
Books, drawing materials, and stationery		58 10
Lumber and hardware		2,465 90
Crockery, groceries, and kitchen materials		1,116 01
Other supplies, models, and miscellaneous items		1,094 06
Fuel, gas, and water		1,029 32
Furniture, repairs, etc.		3,562 89
Total cost		<u>\$25,551 18</u>

The pupils attending the Manual Training Schools are included in the number belonging to the other grades of schools.

The entire expenditures of the School Committee may be classified under four heads :

First. Salaries of instructors and officers, fixed by the School Committee. The pay-rolls when made out in accordance with the action of the Board are approved by this committee.

Second. Salaries of janitors fixed, under the Rules of the School Board, by the Committee on Accounts, who approve the pay-rolls when prepared in conformity with their action.

Third. Fuel, gas, and water, and supplies and incidentals. According to the Rules, these items come under the direction of the Committee on Supplies, who make the contracts and purchase all materials required by the schools. The bills under these heads are approved by the Committee on Supplies, and then forwarded to this committee.

Fourth. Repairs and alterations of school-houses. The expenditures for these purposes are incurred under the direction of the Committee on School Houses, who approve the bills and transmit them to this committee.

The pay-rolls prepared by the Auditing Clerk, and the bills received from the Committees on Supplies and School Houses, after approval by the Committee on Accounts, are forwarded to the City Auditor, who audits them and issues his warrant for payment by the City Treasurer.

The amount paid for salaries of instructors the past year was \$1,470,051.03, an increase over that of the year preceding of \$45,206.74,—the largest increase in any year, with one exception, since the reorganization of the Board. The average yearly increase for the past ten years has been about \$35,000.

Section 117 of the Rules of the School Board, adopted at the beginning of the year, by which the Committee on Nominations are required to allow certain credits for previous

service in nominating teachers, is largely responsible for the difference between the average yearly increase and the actual increase for the year just closed.

According to the minutes of the School Board for 1892, the number of teachers nominated on probation was 121. Of this number, 29 when nominated were placed on advanced years of service with salaries above the minimum, and the difference between their compensation for the first year's service and what it would have been had they been nominated on the first year's salary was \$4,524. In 1893 the number of teachers nominated was 155. Of this number, 105 when nominated were placed on advanced years of service in accordance with the provisions of Section 117, and the difference between their compensation for the first year of service and what it would have been on the minimum salary was \$15,780.

The increase in the cost of salaries of instructors for the first year's service occasioned by teachers thus receiving credit for previous service will show a difference between 1892 and 1893 of \$11,256, and the additional increase year by year, until teachers nominated under these conditions reach the maximum salary of their grade, based upon the experience of this first year's operation of the new regulation, will add considerably to the cost for salaries of instructors.

Nearly one-half of the increase in salaries of instructors occurred in the High Schools, where an advance of about seven per cent. in pupils is recorded, in Kindergartens, and in Manual Training, which two branches of study are gradually being introduced throughout the city, so that all sections may receive the benefit from them.

During the year \$59,189.29 were paid for instruction by special teachers, as follows :

Sewing, 31 teachers, 271 divisions	\$18,775	28
Music, 9 instructors	14,297	68
Drawing: director	3,000	00
assistant	1,800	00
Modern languages: director	3,000	00
two assistants	3,000	00
Physical training: director	3,000	00
assistant	2,000	00
Military drill: 1 instructor and armorer	2,908	33
Kindergarten methods, 2 instructors	1,960	83
Calisthenics and elocution, 2 instructors	1,800	00
Chemistry: 1 instructor	1,620	00
assistant	804	00
assistant	674	28
Service on Spectacle Island	548	89
Total for special instructors	<u>\$59,189</u>	<u>29</u>

The amount paid for salaries of officers the past year was \$62,023.34, an increase of \$1,456.51 as compared with the year preceding.

The appointment of two truant officers in place of Messrs. Swett and Fehle, granted leave of absence on full pay from April 15, 1893, to Sept. 1, 1893, was largely responsible for this increase.

The amount paid for salaries of janitors the past year was \$114,512.85, an increase of \$3,843.02 over the cost for the previous year. This difference was occasioned largely by the additional school buildings acquired. The number of buildings used for school purposes was 180, requiring a force of 1 engineer and 160 janitors, many of whom have served the city faithfully for many years. The average salary paid to each janitor was \$711.26; but as many janitors employ temporary assistance and some others permanent assistance, the net average amount received by each janitor is much less than the sum above noted.

The average cost for the care of each High School building during the year was \$1,494.71, for each Grammar School building \$904.32, and for each Primary School building \$382.44.

The modern methods of heating and ventilation brought into use during the past ten years demand a higher grade of service than was formerly the case; and this fact, together with the additional work required in caring for the new school buildings lately acquired, adds considerably to the cost for salaries for janitors.

The duties of a janitor, especially in one of the large modern-built school-houses, are quite responsible, calling for good judgment, hard work, and constant watchfulness.

In the appointment of janitors to fill vacancies where the salary of the position is over \$300 per annum, this committee is restricted to the transfer of janitors already in the service, or to the selection of candidates from names certified by the Civil Service Commission.

Feb. 14, 1893, an order was offered in the School Board and passed under a suspension of the rules, requiring the floors of the school-rooms to be washed at least once in two months. At a subsequent meeting, held Feb. 28, 1893, this action was reconsidered, and the order referred to the Committee on Accounts.

This committee considered the matter as most important, as the adoption of the order would require considerable additional labor in the school buildings with a corresponding large annual expenditure, and also for the reason that many persons believed it to be a necessity for the health and comfort of the pupils.

A hearing was given, at which the member of the Board who offered the order and the Director of Physical Culture presented their reasons for being strongly in favor of having the floors washed. Among the dozen principals of schools present there was a diversity of opinion, some favoring it, others having grave doubts about it proving a benefit, while many were opposed to it.

The Superintendent of Public Buildings stated that, in his opinion, the general washing of floors would contribute neither to the cleanliness nor healthfulness of the rooms. He stated, as the result of his experience, that it would injure

the floors, causing the boards to expand and contract, making cracks and slivers; and that floors where the boards have shrunk and the cracks are filled with dirt, would emit an unpleasant odor for several days until they were thoroughly dried.

From the information gained this committee decided that no general rule could be applied with advantage, the conditions varying so widely in different parts of the city. From estimates made it would cost from \$10,000 to \$12,000 annually to wash all the floors in the school buildings five times each year. Your committee are reluctant to propose this addition to the annual cost of the schools, while the City Council are apparently unwilling to grant an appropriation sufficient to meet the expenses that now exist, and especially for a purpose about which there is so diverse an opinion.

Bills were received from the Committee on Supplies during the year and approved by this committee to the amount of \$174,557.96, — \$87,890.97 for supplies and incidentals, and \$86,666.99 for fuel, gas, and water. The income from the sale of books, and that refunded by the State of Massachusetts on account of travelling expenses of pupils in the Horace Mann School, amounted to \$2,559.23, which being deducted leaves \$171,998.73 as the net amount expended. This shows an increase of \$8,794.24 for fuel, gas, and water, and a decrease of \$5,844.78 for supplies and incidentals, a net increase of \$2,949.46. The schools used 13,322 tons of coal and 202 cords of wood, an increased consumption of nearly eight per cent. over any previous year.

The cost the past year for fuel, gas, and water averaged \$1.21 per pupil.

During the year bills to the amount of \$190,465.06 for repairs and alterations of school-houses were received, properly certified by the Superintendent of Public Buildings and approved by the Committee on School Houses. The average annual expense for this work for the six previous years has been about \$240,000. The School Committee are limited in

their expenditures for repairs to the appropriation granted by the City Council and cannot be held responsible, should an unsatisfactory condition of the school-houses exist, in case the estimated amount requested is reduced, and that allowed proves insufficient to meet necessary demands.

The following table shows the expenditures made for carrying on the schools, exclusive of furniture, repairs, and new school-houses since the reorganization of the Board, a period of seventeen years and nine months :

YEAR.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per Pupil.
1876-77 . .	\$1,525,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78 . .	1,455,687 74	30,100 31	1,425,578 43	51,750	27 54
1878-79 . .	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80 . .	1,416,852 00	49,090 28	1,367,761 72	53,981	25 34
1880-81 . .	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49
1881-82 . .	1,302,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83 . .	1,413,811 66	73,278 56	1,340,533 10	57,554	23 29
1883-84 . .	1,452,854 38	79,064 66	1,373,789 72	58,788	23 37
1884-85 . .	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
1885-86 . .	1,485,237 20	31,213 34	1,454,023 86	61,259	23 74
1886-87 . .	1,485,343 29	33,388 28	1,451,955 01	62,259	23 32
1887-88 . .	1,536,552 99	37,092 81	1,499,460 18	62,226	24 10
1888-89 . .	1,596,940 08	39,585 52	1,557,363 56	64,584	24 11
1889-90 . .	1,654,527 21	39,912 30	1,614,614 91	66,003	24 46
1890-91 . .	1,685,360 28	41,209 06	1,644,151 22	67,022	24 53
1891-92 nine months } . .	1,205,981 34	30,757 31	1,265,224 03	67,696	18 69
1892-93 . .	1,768,985 64	37,578 66	1,731,406 98	68,970	25 10
1893-94 . .	1,822,052 26	40,709 13	1,781,343 13	71,495	24 92

From the above table it will be seen that the running expenses, exclusive of repairs, the past year were eighteen cents less per pupil than for the previous year.

The following table shows the cost of repairs made and furniture provided since 1876-77 :

YEAR.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per Pupil.
1876-77	\$165,876.72	. . . . .	\$165,876.72	50,308	\$3.36
1877-78	126,428.35	. . . . .	126,428.35	51,759	2.45
1878-79	114,015.32	. . . . .	114,015.32	53,262	2.14
1879-80	98,514.84	. . . . .	98,514.84	53,981	1.82
1880-81	145,913.55	\$205.00	145,708.55	54,712	2.66
1881-82	178,008.88	247.50	177,761.38	55,638	3.19
1882-83	189,350.83	231.00	189,119.83	57,554	3.29
1883-84	186,852.18	300.00	186,552.18	58,788	3.17
1884-85	198,050.11	526.50	197,522.61	59,706	3.31
1885-86	188,435.63	137.50	188,298.13	61,259	3.07
1886-87	171,032.71	295.92	170,733.79	62,259	2.74
1887-88	245,107.89	221.00	242,886.89	62,226	3.90
1888-89	251,736.17	153.00	251,583.17	64,584	3.99
1889-90	262,208.75	\$50.20	261,358.55	66,003	3.96
1890-91	263,860.16	208.00	263,652.16	67,922	3.94
1891-92 nine months }	205,344.27	595.50	204,748.77	67,696	3.02
1892-93	221,905.53	165.00	221,740.53	68,970	3.22
1893-94	190,465.06	. . . . .	190,465.06	71,495	2.66

The expenditures for repairs, etc., were cut down from \$3.22 per pupil in 1892-93 to \$2.66 per pupil last year, a reduction of fifty-six cents.

The foregoing tables include all the running expenses of the schools, and form the basis for computing the rate per pupil. The total running expenses, compared with those of 1892-93, show a decrease in the rate per pupil of seventy-four cents.

The number of non-resident pupils returned by the principals as attending the schools was 130. Of this number 106 paid tuition, and the balance either left school or were excused from payment by the Committee on Accounts. More than eighty per cent. of the non-residents attend the Normal, Latin, and High Schools.

The income received from this source was \$7,512.53. In addition the State of Massachusetts paid \$9,868.62 for the

tuition of pupils attending the Horace Mann School, making a total of \$17,381.15 received by the city for tuition of pupils.

Additional Kindergartens have been established throughout the year in the Wells, Dwight, Hugh O'Brien, and Robert G. Shaw Districts.

There are forty-seven Kindergartens at the present time, employing eighty-one instructors and four special assistants.

The salaries paid instructors the past year amounted to \$46,808.89, an increase over the preceding year of \$4,826.99.

No change occurred in the number or location of the Evening Schools and Evening Drawing Schools throughout the year. The salaries paid instructors in the Evening High and Evening Elementary Schools amounted to \$44,233.50, an increase of \$3,886.50 as compared with the cost for the year previous; the salaries paid instructors in the Evening Drawing Schools amounted to \$11,130, an increase of \$741 as compared with the cost for the year previous, making an increase in the cost for Evening School instruction of \$4,627.50.

The total expenditure for the public schools, including new school-houses, for the past year was as follows:

School Committee	\$1,821,145 18
School Committee, Gibson Fund	907 08
School Committee, repairs, etc.	190,465 06
City Council, flag-staff	100 00
Public Buildings and City Architect Departments, new school-houses (special)	279,356 81
Total gross expenditure	\$2,291,974 13

Income for the year was as follows:

School Committee	\$40,709 13
Sale of old school buildings	10,300 00
	51,009 13
Total net expenditure	\$2,240,965 00

Your committee have added to this report the estimates for the financial year 1894-95, as prepared, approved, and

presented to His Honor the Mayor, under date of Dec. 26, 1893. The amount requested, for ordinary expenses, was as follows:

Salaries of instructors	\$1,529,440.00
Salaries of officers	61,260.00
Salaries of janitors	118,500.00
Fuel, gas, and water	88,000.00
Supplies and incidentals	115,800.00
School-houses, repairs, etc.	279,000.00
Total ordinary expenses	<u>\$2,192,000.00</u>

In addition, a special appropriation of \$90,000 was requested for extraordinary repairs, in the nature of ventilation and other sanitary improvements of school-houses, making the total amount of the estimates \$2,282,000.

The City Council granted the School Committee for expenses, exclusive of repairs, \$1,840,000, a reduction of \$73,000 from the estimates.

The amount allowed is only \$18,854.82 more than the actual expenditures for the year just closed, and will not be sufficient to carry on the schools as they are at present constituted. The increase each year for the past three years, in salaries of instructors alone, has been about \$40,000, or more than double the additional amount granted.

The appropriation granted under the head of Public Buildings, Schools, was \$190,000, about two-thirds of that requested. The citizens of Boston have the right to expect good, clean, and wholesome accommodations for their children, and if the City Council will not provide sufficient money for this purpose, the School Board cannot be held accountable for the result.

BENJAMIN B. WHITTEMORE,

Chairman.

WILLARD S. ALLEN,

J. P. C. WINSHIP,

EDWARD H. DUNN,

FRED. G. PETTIGROVE,

Committee on Accounts.

SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last thirty financial years; also the average number of scholars. Annexations occurred as follows:

Roxbury, Jan. 6, 1868; Dorchester, Jan. 3, 1870; Charlestown, Brighton, and West Roxbury, Jan. 5, 1874.

FINANCIAL YEAR.	No. of Day Scholars Belonging Belonging	No. of Evening Scholars Belonging	Total No. of Scholars Belonging	Salaries of Teachers and Officers, School Committee.	Incidental Expenses.	Total for Running Expenses.	Ordinary Revenue.	Net Running Expenses.	Net Rate per Scholar.	Cost of new School- houses.	Total Expenditures.	
1864-65	27,095	• • •	27,095	\$380,833.06	\$172,331.78	\$553,164.84	\$7,927.56	\$545,237.28	\$20.12	\$90,609.84	\$645,774.65	
1865-66	27,204	• • •	27,204	412,500.82	163,270.76	575,821.58	8,574.22	567,246.36	\$20.05	200,535.64	776,375.22	
1866-67	28,002	• • •	28,002	503,566.66	176,108.85	679,705.51	5,858.93	673,846.58	24.06	101,557.09	781,280.60	
1867-68	27,982	• • •	27,982	561,130.98	211,536.43	772,706.41	10,467.05	762,239.36	27.24	187,700.80	961,407.21	
1868-69	33,994	• • •	33,994	738,986.37	98,077.00	836,063.67	8,876.68	975,800.44	28.64	1,329,257.78	1,399,750.86	
1869-70	35,442	• • •	35,442	739,435.65	248,066.95	987,412.60	14,661.16	1,072,751.44	31.45	612,337.86	1,375,279.07	
1870-71	36,756	• • •	36,756	828,366.77	263,232.59	1,131,560.36	23,806.35	1,107,731.01	30.14	443,077.71	1,314,380.33	
1871-72	36,630	• • •	36,630	51,126	41,776	886,940.47	329,639.18	26,809.98	45.47	1,180,057.67	457,900.68	
1872-73	35,624	• • •	35,624	57,745	963,502.06	338,970.85	1,292,472.91	28,113.93	1,264,358.98	33.50	454,230.34	1,746,703.25
1873-74	41,544	• • •	41,544	1,714	43,258	1,041,375.52	377,681.52	4,419,057.04	32.14	446,663.26	1,567,720.29	
1874-75	44,912	• • •	44,912	1,522	46,464	1,249,408.93	474,874.68	1,724,473.61	26,220.82	1,688,152.79	2,081,043.35	
1875-76	45,492	• • •	45,492	3,393	40,317	1,266,803.59	470,830.68	1,737,834.97	26,635.72	1,716,995.56	2,015,380.84	
1876-77	46,581	• • •	46,581	3,747	50,308	1,298,604.23	4,22,472.22	21,999.03	42.42	1,619,077.42	33.18	
1877-78	47,675	• • •	47,675	51,518	51,750	1,215,782.03	1,582,116.45	30,109.31	31.51	1,552,007.78	174,324.75	
1878-79	49,700	• • •	49,700	3,562	53,282	1,172,480.69	347,173.23	1,519,662.92	29.99	174,322.98	1,759,885.90	
1879-80	50,851	• • •	50,851	3,130	53,981	1,162,368.23	323,108.23	1,527,366.84	32.15	1,180,854.45	1,652,915.29	
1880-81	51,542	• • •	51,542	3,170	54,712	1,165,402.69	334,274.82	1,559,677.51	27.16	1,130,781.45	1,652,915.29	
1881-82	52,611	• • •	52,611	3,027	55,638	1,165,639.71	405,349.36	1,570,979.07	27.16	1,130,781.45	1,775,037.15	
1882-83	54,590	• • •	54,590	2,964	57,554	1,180,193.73	422,968.76	1,603,162.49	26.98	69,501.58	1,710,105.95	
1883-84	55,640	• • •	55,640	3,148	58,788	1,206,682.23	433,203.65	1,628,706.66	26.56	1,520,652.93	1,980,791.22	
1884-85	55,885	• • •	55,885	3,818	59,706	1,230,771.29	474,681.43	1,705,463.14	26.44	1,650,341.90	2,008,586.28	
1885-86	57,180	• • •	57,180	4,079	61,259	1,251,403.79	422,269.54	1,731,672.83	27.90	1,665,873.38	2,75,114.72	
1886-87	58,266	• • •	58,266	3,993	62,259	1,269,545.91	386,330.09	1,656,376.00	31.350.84	1,642,321.90	362,796.15	
1887-88	58,310	• • •	58,310	3,916	62,226	1,296,192.42	483,468.46	1,779,660.88	33,684.20	1,622,691.80	1,782,063.45	
1888-89	60,224	• • •	60,224	4,360	64,584	1,322,506.17	516,179.08	1,848,685.25	37,313.81	1,742,347.07	1,907,636.78	
1889-90	60,475	• • •	60,475	6,003	66,003	1,360,868.87	525,867.09	1,916,725.96	39,738.52	1,808,946.73	1,970,014.20	
1890-91	61,019	• • •	61,019	6,003	67,022	1,424,988.20	524,232.24	1,949,220.44	41,417.06	1,875,973.46	2,366,338.78	
For the nine months ending January 31, 1892												
1892-93	63,347	• • •	63,347	6,239	65,256	1,476,988.01	540,441.12	1,501,325.61	31,352.81	1,483,972.80	527,429.10	
1893-94	63,347	• • •	63,347	6,239	65,256	1,532,074.37	540,542.95	2,012,617.32	40,700.13	1,971,908.19	2,391,974.13	

(From report of James H. Dodge, Esq., City Auditor.)

SEMI-ANNUAL STATISTICS
OF THE
BOSTON PUBLIC SCHOOLS.

JUNE, 1894.

SCHOOL CENSUS.—*May, 1894.*

Number of children in Boston between the ages of 5 and 15	76,139
Number reported as attending public schools	56,841
" " private schools	11,294

Whole number of different pupils registered in the public schools during the year 1893-94: Boys, 38,105; girls, 36,223; total, 74,328.

EXPENDITURES.—*1893-94.*

Salaries of instructors	\$1,470,051 03
" officers	62,023 34
" janitors	114,512 85
Fuel, gas, and water	86,666 99
Supplies and incidentals:	
Books	829,026 17
Printing	7,070 16
Stationery and drawing materials	13,293 06
Miscellaneous items	38,501 58
	— — — —
	87,890 97
School-house repairs, etc.	190,465 06
Expended from the appropriation	\$2,011,610 24
" income of Gibson Fund	907 08
	— — — —
Total expenditure	\$2,012,517 32
School-houses and lots	279,356 81
City Council, flag-staff	100 00
	— — — —
Total expenditures	\$2,291,974 13

INCOME.

School Committee	\$40,709 13
City Council	10,300 00
	— — — —
Total income	51,009 13
Net expenditures for public schools	\$2,240,965 00
	— — — —

SUMMARY.
June 30, 1894.

GENERAL SCHOOLS.

	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	11	186	179	7	96.2	183
Latin and High	11	130	3,416	3,212	204	94.0	3,347
Grammar	55	768	32,144	29,376	2,768	91.4	31,008
Primary	499	499	26,567	23,005	3,562	86.6	26,398
Kindergartens	47	84	2,738	1,969	769	71.9	2,795
Totals	613	1,492	65,051	57,741	7,310	88.8	63,731

SPECIAL SCHOOLS.

	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann	1	12	97	84	13	86	110
Spectacle Island	1	1	18	15	3	· · · · ·	20
Evening High	1	31	1,992	1,368	· · · · ·	· · · · ·	· · · · ·
Evening Elementary	15	143	3,213	2,030	· · · · ·	· · · · ·	· · · · ·
Evening Drawing	5	27	559	491	· · · · ·	· · · · ·	· · · · ·
Totals	23	214	5,879	3,988	· · · · ·	· · · · ·	· · · · ·

REGULAR TEACHERS.

SCHOOLS.	TEACHERS.			
	Males.	Females.	Total.	
Normal School	· · · · ·	2	7	9
Boys' Latin	· · · · ·	18	· · · · ·	18
Girls' Latin	· · · · ·	1	7	8
English High	· · · · ·	23	· · · · ·	23
Girls' High	· · · · ·	2	20	22
Roxbury High	· · · · ·	3	11	14
Dorchester High	· · · · ·	2	6	8
Charlestown High	· · · · ·	2	5	7
West Roxbury High	· · · · ·	2	3	5
Brighton High	· · · · ·	1	3	4
East Boston High	· · · · ·	2	3	5
Mechanic Arts High	· · · · ·	6	· · · · ·	6
Grammar Schools	· · · · ·	111	592	703
Primary Schools	· · · · ·	· · · · ·	499	499
Kindergartens	· · · · ·	· · · · ·	84	84
Totals	· · · · ·	175	1,240	1,415

SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		12	12
Evening Schools	68	106	174
Evening Drawing Schools	22	5	27
French and German: High Schools	3	• • •	3
Music: High, Grammar, and Primary Schools	5	4	9
Kindergarten Methods: Normal School		2	2
Drawing: High and Grammar Schools	2	• • •	2
Physical Training	2	• • •	2
Sewing		31	31
Chemistry: Girls' High School		1	1
Laboratory Assistant: Girls' High School		1	1
Laboratory Assistant: Roxbury High School	1	• • •	1
Vocal and Physical Culture: Girls' High School		1	1
Vocal and Physical Culture: Girls' Latin School		1	1
Military Drill: High Schools	1	• • •	1
Manual Training Schools	3	9	12
Cooking Schools		10	10
Spectacle Island	1	• • •	1
Totals	108	183	291

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to January 31, 1894.

SCHOOLS.	Average whole Number.	Average Attendance.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Junior-Masters.	Sub-Masters.	Asst. Principals.	First Assistants.	Second Ass'ts.	Assistants.	Instructors.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Normal	186	186	•	179	179	7	96	1	1	2	5	•	•	•
Latin	496	496	477	477	477	19	96	1	9	8	•	•	•	7
Girls' Latin	213	213	•	198	198	15	93	1	1	1	1	1	1	18
English High	674	674	641	641	641	33	95	1	7	15	•	•	•	•
Girls' High	679	679	624	624	624	55	92	1	1	1	1	1	1	11
Roxbury High	164	316	480	155	294	449	31	94	1	1	1	1	1	6
Dorchester High	75	139	214	71	128	199	15	93	1	1	1	1	1	5
Charlestown High	44	125	169	42	117	159	10	94	1	1	1	1	1	3
West Roxbury High	43	79	122	41	74	115	7	94	1	1	1	1	1	3
Brighton High	35	55	90	33	53	86	4	96	1	1	1	1	1	3
East Boston High	33	71	104	31	65	96	8	92	1	1	1	1	1	3
Mechanic Arts High	175	•	175	168	•	168	7	96	1	2	•	•	•	3
Totals	1,739	1,863	3,602	2,283	1,108	3,391	211	94	7	23	30	1	1	556

EVENING SCHOOLS.
October, 1893—March, 1894.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exec. Principal.	Av. No. Pupils per Evening.
				Males.	Females.	Total.			
High	106	2,161	1,701	656	514	1,170	12	128	
High, Ch'n Branch . . .	65	504	207	83	59	142	6	24	
High, E.B. Branch . . .	62	148	84	37	19	56	3	22	
Bigelow School, S.B. . .	107	416	213	98	64	162	13	15	
Brighton School	107	146	66	34	5	39	3	25	
Comins School, Rox. . .	107	393	220	122	44	166	12	15	
Dearborn School, Rox. .	107	501	172	73	38	111	9	13	
Eliot School	107	579	249	146	36	182	14	15	
Franklin School	107	725	613	194	167	361	21	18	
Hancock School	107	687	409	112	63	175	12	17	
Lincoln School, S.B. . .	107	177	111	49	29	78	6	15	
Lyman School, E.B. . .	107	324	198	69	39	108	8	14	
Phillips School	107	224	122	51	22	73	5	15	
Quincy School	107	320	157	79	33	112	8	15	
Sherwin School, Rox. .	107	203	128	72	16	88	6	17	
Warren School, Ch'n . .	107	410	180	88	33	121	9	16	
Warrenton Street	67	130	86	27	34	61	4	21	
Wells School	107	565	289	114	79	193	13	15	
Totals	8,613	5,205	2,104	1,294	3,398	174	22		

EVENING DRAWING SCHOOLS.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exec. Principal.	Av. No. Pupils per Evening.
				Males.	Females.	Total.			
Charlestown	66	194	115	75	21	96	7	16	
East Boston	66	140	85	53	8	61	4	20	
Roxbury	66	147	80	54	8	62	4	20	
Tennyson Street	66	299	176	131	1	132	7	22	
Warren Avenue	66	210	103	56	26	82	5	20	
Totals	990	559	369	64	433	27	19		

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JUNE 30, 1894.

SCHOOLS.	First-year class.	Second-year class.	Third-year class.	Poorth-year class.	Out-of-course class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years and over.		
Normal	65	70	48	44	44	183	3	26	58	106	130	120	89	42	14	31	49	88	
Latin	129	69	107	72	55	35	126	593	3	26	58	106	130	120	89	42	14	7	4
Girls' Latin	31	35	48	33	22	13	25	297	1	6	25	29	36	49	35	18	12	3	2
English High	211	222	168	44	44	44	44	645	6	6	6	38	97	172	182	93	41	12	4
Girls' High	397	134	128	72	72	72	72	641	1	1	1	24	99	167	152	113	53	24	8
Roxbury High	161	132	121	27	27	27	27	441	3	3	3	16	56	167	123	110	25	1	1
Dorchester High	66	70	49	12	12	12	12	197	12	12	12	31	48	58	31	15	2	1	
Charlestown High	63	35	45	15	15	15	15	158	4	4	4	30	42	36	26	15	4	1	
West Roxbury High	39	49	32	11	11	11	11	120	1	1	1	11	23	40	24	20	1	1	
Brighton High	21	26	43	43	43	43	43	90	4	4	4	24	23	22	9	6	1	1	
East Boston High	30	36	31	11	11	11	11	97	5	5	5	19	31	23	11	11	11	11	
Mechanic Arts High	158	158	158	158	158	158	158	158	9	9	9	50	62	27	8	2	2	2	
Totals	1,281	878	820	275	77	48	151	3,539	4	32	93	242	572	823	796	511	245	104	108

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June 30, 1894.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal	8	186	23.2
Latin	17	496	28.6
Girls' Latin	7	213	30.4
English High	22	674	30.6
Girls' High	21	679	32.3
Roxbury High	13	480	36.9
Dorchester High	7	214	30.6
Charlestown High	6	169	28.2
West Roxbury High	4	122	30.5
Brighton High	3	90	30.0
East Boston High	4	104	26.0
Mechanic Arts High	5	175	35.0
Totals	117	3,602	30.8

Graduates, June, 1894.

SCHOOLS.	Regular Course.	Four Years' Course.	Totals.
Latin	30	.....	30
Girls' Latin	13	.....	13
English High	142	12	154
Girls' High	120	60	180
Roxbury High	118	27	145
Dorchester High	43	5	48
Charlestown High	43	12	55
West Roxbury High	28	.....	28
Brighton High	21	.....	21
East Boston High	31	.....	31
Mechanic Arts High .....	.....	.....	.....
Totals	589	116	705

GRAMMAR SCHOOLS.

Semi-Annual Returns to June 30, 1894.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Adams	197	179	376	180	163	343	33	90	1	1	1	1	6
Agassiz	481	481	481	445	445	445	36	93	1	1	1	1	7
Bennett	259	249	508	246	234	480	28	95	1	2	1	1	7
Bigelow	794	794	794	728	728	728	71	90	1	2	1	2	10
Bowditch	458	458	458	425	425	425	33	93	1	2	1	1	6
Bowdoin	380	380	380	331	331	331	49	87	1	2	1	1	7
Brimmer	605	605	605	546	546	546	59	91	1	2	1	1	8
Bunker Hill	232	226	458	212	210	422	36	92	1	1	2	2	8
Chapman	336	310	646	308	280	588	58	91	1	1	2	2	7
Charles Sumner	371	347	718	341	317	658	60	92	1	1	2	2	8
Comins	276	277	553	253	247	500	53	90	1	1	2	1	6
Dearborn	366	258	624	341	232	573	51	91	1	1	2	1	9
Dillaway	644	644	644	580	580	580	64	90	1	2	3	3	7
Dudley	644	644	644	606	606	606	38	94	1	2	1	1	9
Dwight	647	647	647	597	597	597	50	92	1	2	1	1	9
Edward Everett	315	343	658	289	306	595	63	90	1	1	2	2	7
Eliot	994	994	994	896	896	896	98	90	1	3	1	1	17
Emerson	384	345	729	353	318	671	58	92	1	1	2	2	10
Everett	705	705	705	633	633	633	72	90	1	2	3	3	9
Franklin	644	644	644	585	585	585	59	91	1	2	3	3	8
Frothingham	302	323	625	275	294	569	56	91	1	1	2	2	7
Gaston	734	734	734	653	653	653	81	89	1	2	3	3	8
George Putnam	166	199	365	156	180	336	29	93	1	1	1	1	4
Gibson	207	214	421	194	197	301	30	93	1	1	1	1	5
Hancock	716	716	716	652	652	652	64	91	1	2	2	2	11
Harris	177	186	363	164	170	334	29	92	1	2	2	2	6
Harvard	307	324	631	291	298	589	42	94	1	1	2	2	8

GRAMMAR SCHOOLS.—*Concluded.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Percent of Attendance.	Masters.		Sub-Masters.		1st Assistants.		2d Assistants.		3d Assistants.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			Boys.	Girls.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.	Boys.	Girls.	Sub-Masters.	1st Assistants.
Henry L. Pierce	359	330	689	337	302	639	50	93	1	1	2	2	2	8				
Hugh O'Brien	456	326	782	427	303	730	52	93	1	1	2	2	2	9				
Hyde	617	617	1234	549	549	1098	68	89	1	1	2	2	2	8				
John A. Andrew	352	340	692	325	306	631	61	91	1	1	2	2	2	9				
Lawrence	785	785	1570	751	751	1502	751	96	1	3	1	1	1	11				
Lewis	348	387	735	329	357	686	49	93	1	1	2	2	2	9				
Lincoln	563	563	1126	510	510	1020	53	91	1	2	1	1	1	7				
Lowell	400	381	781	372	349	721	60	92	1	1	2	2	2	9				
Lyman	335	169	504	315	156	471	33	93	1	1	2	2	2	6				
Martin	187	161	348	170	146	316	32	91	1	1	1	2	2	4				
Mather	364	331	695	336	293	629	66	90	1	1	2	2	2	8				
Minot	155	151	306	147	138	285	21	93	1	1	1	1	1	5				
Norcross	647	647	1294	588	588	1176	59	91	1	1	2	3	3	9				
Phillips	876	876	1752	800	800	1600	800	91	1	3	1	1	1	13				
Prescott	224	213	437	206	191	397	40	91	1	1	1	1	1	6				
Prince	206	287	493	195	264	459	34	93	1	1	1	1	1	7				
Quincy	568	568	1136	495	495	990	495	87	1	2	1	1	1	7				
Rice	472	472	944	430	430	860	430	91	1	2	1	1	1	2				
Robert G. Shaw	146	130	276	139	123	262	14	95	1	1	1	1	1	5				
Sherwin	535	535	1070	489	489	978	489	92	1	2	1	1	1	7				
Shurtleff	651	651	1302	569	569	1038	569	88	1	2	3	3	3	8				
Stoughton	116	172	288	107	155	262	26	91	1	1	1	1	1	5				
Thomas N. Hart	452	452	904	421	421	842	421	93	1	1	1	1	1	6				
Tileston	62	75	137	58	67	125	12	92	1	1	1	1	1	3				
Warren	321	329	650	299	308	607	43	93	1	1	2	2	2	8				
Washington Allston . . .	385	416	801	346	379	725	76	90	1	1	2	2	2	9				
Wells	577	577	1154	516	516	938	516	89	1	2	1	1	1	9				
Winthrop	666	663	1329	592	592	1193	592	89	1	2	4	4	4	8				
Totals	16,727	15,417	32,144	15,420	13,956	29,376	2,768	91.4	53	55	85	91	419					

GRAMMAR SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June 30, 1894.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Ungraded Classes.	Whole number.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years.	And over.
Adams	25	38	70	48	88	59	32	360	3	24	41	64	57	71	65	22	9	4	.
Agaasiz	38	45	48	109	105	116	• • •	461	2	27	63	81	83	88	53	39	19	5	1
Bennett	79	52	76	91	106	107	• • •	511	• • •	8	27	54	83	80	83	88	59	25	3
Bigelow	53	96	102	158	106	256	• • •	771	1	20	83	110	137	137	144	82	43	11	3
Bowditch	37	43	95	110	101	62	• • •	448	• • •	3	28	57	74	68	86	72	34	19	6
Bowdoin	32	34	65	36	77	82	35	361	• • •	•	17	42	53	52	72	52	35	27	8
Brimmer	36	49	92	101	102	129	39	548	• • •	8	46	77	109	94	98	59	40	17	3
Bunker Hill	46	55	60	77	88	88	19	433	• • •	6	21	63	59	76	82	71	32	15	8
Chapman	50	100	140	104	120	113	• • •	627	1	9	44	79	80	107	81	65	29	14	2
Charles Sumner	81	71	101	133	154	159	• • •	699	• • •	5	49	111	111	135	102	101	51	22	9
Comins	47	78	82	98	107	112	23	547	1	5	33	66	93	108	112	77	38	9	5
Dearborn	41	72	85	92	134	169	• • •	593	1	2	25	68	93	142	117	87	35	22	1
Dillaway	61	83	98	115	126	136	• • •	619	1	7	33	82	92	111	93	99	61	28	11
Dudley	46	85	85	103	99	132	64	614	• • •	•	24	73	101	118	100	84	60	39	13
Dwight	51	93	97	143	104	102	29	619	• • •	7	34	63	104	99	110	94	70	32	6
Edward Everett	58	92	101	127	142	115	• • •	635	• • •	5	37	90	87	104	73	99	70	50	14
Eliot	43	56	75	94	169	244	289	21	20	62	110	128	177	203	158	69	21	1	.
Emerson	48	79	79	139	167	161	26	699	• • •	3	33	77	111	119	125	114	65	39	11
Everett	78	95	96	141	107	114	31	662	• • •	7	40	79	99	103	123	97	69	31	9
Franklin	40	82	96	95	142	115	39	609	• • •	3	33	76	100	109	110	83	59	28	6
Frothingham	44	69	71	121	122	136	36	599	• • •	7	41	80	92	106	116	77	61	16	2
Gaston	46	90	100	148	140	181	• • •	705	• • •	7	54	96	88	144	122	98	56	30	12
George Putnam	24	41	51	53	82	110	• • •	361	• • •	1	19	37	61	73	70	45	37	13	1
Gibson	43	51	55	76	93	87	• • •	404	• • •	1	5	32	51	76	64	54	62	39	18

STATISTICS.

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Hancock	28	35	50	92	104	218	160	687	1	14	57	83	126	72	42	10	3	• • •	
Harris	42	45	58	58	69	72	• • •	344	• • •	4	8	37	54	56	67	58	40	17	2
Harvard	46	51	88	46	128	161	39	609	1	6	37	71	104	102	127	87	43	28	1
Henry L. Pierce . . .	84	84	103	126	136	105	29	667	• • •	5	30	77	123	125	100	96	68	34	7
Hugh O'Brien	77	87	103	130	169	166	34	766	• • •	5	51	116	126	133	124	97	63	24	21
Hyde	51	73	91	96	133	92	33	569	• • •	4	32	67	91	106	96	89	64	9	10
John A. Andrew . . .	42	48	86	137	163	162	47	685	• • •	2	51	86	133	136	118	90	40	23	6
Lawrence	91	73	88	143	137	178	36	746	1	19	59	118	137	142	119	99	38	14	• • •
Lewis	99	97	99	172	147	109	• • •	723	• • •	6	38	69	116	124	130	99	86	45	9
Lincoln	42	40	81	96	110	142	28	539	• • •	3	46	87	91	99	97	61	35	15	5
Lowell	52	91	106	173	162	177	• • •	761	• • •	5	76	115	167	133	118	86	41	18	2
Lyman	44	44	57	95	99	129	• • •	468	• • •	5	14	57	76	98	92	80	34	12	• • •
Martin	38	47	43	84	81	50	• • •	343	• • •	3	22	44	54	51	68	56	32	10	3
Mather	71	77	98	99	143	158	23	669	• • •	5	43	87	107	109	116	90	72	29	10
Minot	22	48	47	48	64	68	• • •	297	• • •	•	19	30	45	60	56	45	32	11	1
Norcross	39	78	76	103	222	153	• • •	671	• • •	20	55	98	110	113	137	81	79	16	2
Phillips	42	47	133	159	143	156	155	835	• • •	5	48	120	149	155	132	124	60	36	4
Prescott	53	48	71	82	107	89	• • •	450	• • •	•	24	45	83	80	98	62	33	22	3
Prince	76	78	75	110	66	98	• • •	503	• • •	•	26	42	84	90	84	62	55	41	16
Quincy	38	41	101	100	111	104	52	547	• • •	3	34	54	89	107	116	84	42	12	2
Rice	42	45	79	66	97	88	25	442	• • •	•	26	45	81	76	93	59	46	13	3
Robert G. Shaw . . .	26	40	45	57	46	61	• • •	275	• • •	3	33	32	55	39	42	33	27	8	2
Sherwin	45	47	85	90	87	98	31	483	• • •	•	28	54	81	98	86	79	39	10	8
Shurtliff	58	55	83	193	102	141	• • •	632	1	16	58	72	90	119	111	85	48	25	6
Stoughton	30	40	44	54	54	58	• • •	280	• • •	1	21	30	43	52	50	47	27	6	3
Thomas N. Hart . . .	35	49	74	94	80	110	• • •	442	• • •	6	35	47	77	90	77	47	28	17	• • •
Tileston	11	20	30	19	22	37	• • •	139	• • •	2	5	19	21	25	25	65	11	4	• • •
Warren	51	66	72	127	101	151	32	600	• • •	6	44	84	92	115	99	26	44	35	10
Washington Allston .	56	123	135	150	152	123	49	786	• • •	11	65	101	115	147	131	78	80	19	8
Wells	31	39	43	69	111	126	133	552	• • •	9	47	59	115	101	87	64	39	9	1
Winthrop	63	83	99	91	147	150	• • •	642	• • •	12	46	72	113	110	102	103	46	29	10
Totals	2,672	3,488	4,461	5,721	6,274	8,824	1,568	31,068	31	318	2,044	3,883	5,133	5,607	5,488	4,352	2,606	1,170	316

DISTRIBUTION OF PUPILS IN RESPECT BOTH

CLASSES.			Under 4 years.	4	5	6	7	8	9
Latin Schools.	All Classes	Boys							
	Totals	Boys							
High Schools.	Advanced Class	Boys							
	Third-year Class	Boys							
Grammar Schools.	Second-year Class	Boys							
	First-year Class	Boys							
Primary Schools.	Totals	Boys							
	First Class	Boys							
Kinder- gartens.	Second Class	Boys							
	Third Class	Boys							1
Primary Schools.	Fourth Class	Boys							8
	Fifth Class	Boys						1	132
Kinder- gartens.	Sixth Class	Boys					3	119	815
	Ungraded Class	Boys					5	147	766
Primary Schools.	Totals	Boys				22	22	95	
		Boys				1	24	65	
Kinder- gartens.	First Class	Boys					31	318	2,044
	Second Class	Boys							
Kinder- gartens.	Third Class	Boys							
	Totals	Boys							
Kinder- gartens.	All Classes	Boys	84	501	628	161	14		
	Totals	Boys	98	541	596	161	11		
Totals by Ages		Boys	182	1,042	1,224	322	25		
		Boys	182	1,052	3,497	5,447	6,039	5,981	6,197

TO AGE AND TO CLASSES, JUNE, 1894.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals by Classes.
.	3	26	58	100	130	120	89	42	25	593
.	1	6	25	29	36	40	35	18	17	207
.	4	32	83	129	166	160	124	60	42	800
.	.	.	.	.	.	4	6	22	27	59
.	.	.	.	.	.	.	14	33	64	111
.	.	.	.	3	12	28	119	85	36	283
.	.	.	.	1	12	33	93	125	70	334
.	.	.	.	5	41	111	119	52	12	340
.	.	.	.	4	38	99	130	71	22	364
.	.	.	9	60	148	170	79	14	5	485
.	.	.	1	40	155	218	111	35	11	571
.	.	.	10	113	406	663	671	437	247	2,547
.	.	12	131	373	407	256	66	14	.	1,259
.	.	4	95	304	482	366	137	25	.	1,413
.	20	132	386	535	411	148	35	4	.	1,671
.	6	99	411	617	444	186	42	12	.	1,817
7	151	524	753	564	247	69	5	3	.	2,324
8	113	462	677	555	231	69	21	1	.	2,137
161	563	904	769	436	116	26	.	.	.	2,983
131	528	852	721	354	114	21	5	1	.	2,738
599	956	746	513	202	50	6	1	.	.	3,206
680	907	712	411	157	35	9	1	.	.	3,068
1,107	844	451	207	77	16	5	.	.	.	3,644
917	716	379	165	67	14	3	1	.	.	3,180
161	214	207	170	87	29	5	1	.	.	1,013
112	115	123	79	24	10	1	1	.	.	555
3,883	5,133	5,607	5,488	4,352	2,606	1,170	316	60	.	31,008
769	272	99	42	.	.	.	.	.	.	3,401
657	272	116	52	.	.	.	.	.	.	3,283
307	84	24	7	.	.	.	.	.	.	4,308
229	77	20	8	.	.	.	.	.	.	3,672
55	15	6	6	.	.	.	.	.	.	6,314
62	19	9	2	.	.	.	.	.	.	5,420
2,097	739	274	117	.	.	.	.	.	.	26,398
.	.	.	.	.	.	.	.	.	.	1,388
.	.	.	.	.	.	.	.	.	.	1,407
.	.	.	.	.	.	.	.	.	.	2,795
5,962	5,876	5,913	5,698	4,594	3,178	1,993	1,111	557	289	63,548

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1894.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams	9	376	41.8	Hyde	12	617	51.4
Agassiz	10	481	48.1	J. A. Andrew,	14	692	49.4
Bennett	10	509	59.0	Lawrence	16	785	49.1
Bigelow	15	794	52.9	Lewis	14	735	52.5
Bowditch	9	458	50.9	Lincoln	11	563	51.2
Bowdoin	10	380	38.0	Lowell	14	781	55.8
Brimmer	12	605	50.4	Lyman	11	504	45.8
Bunker Hill	13	458	35.2	Martin	8	348	43.5
Chapman	12	646	53.8	Mather	13	695	53.5
Chas. Sumner	13	718	55.2	Minot	7	306	43.7
Comins	10	553	55.3	Norcross	14	647	46.2
Dearborn	13	624	48.0	Phillips	18	876	48.7
Dillaway	12	644	53.7	Prescott	9	437	48.6
Dudley	13	644	49.5	Prince	10	493	49.3
Dwight	13	647	49.8	Quincy	11	568	51.6
Edw. Everett	12	658	54.8	Rice	11	472	42.9
Eliot	22	994	45.2	Robt. G. Shaw	7	276	39.4
Emerson	15	729	48.6	Sherwin	11	535	48.6
Everett	14	705	50.4	Shurtleff	13	651	50.1
Franklin	13	644	49.5	Stoughton	6	288	48.0
Frothingham	12	625	52.1	Thos. N. Hart	9	452	50.2
Gaston	13	734	56.5	Tileston	3	137	45.7
Geo. Putnam,	7	365	52.1	Warren	13	650	50.0
Gibson	8	421	52.6	Washington			
Hancock	15	716	47.7	Allston	14	801	57.2
Harris	8	363	45.4	Wells	12	577	48.1
Harvard	13	631	48.5	Winthrop	14	666	47.6
H. L. Pierce	13	689	53.0	Totals	648	32,144	49.6
Hugh O'Brien	14	782	55.9				

GRAMMAR SCHOOLS.

Graduates, June, 1894.

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams.....	11	12	23	Hugh O'Brien	35	36	71
Agassiz.....	37	..	37	Hyde .....	..	49	49
Bennett.....	28	51	79	John A. Andrew	10	32	42
Bigelow.....	49	..	49	Lawrence	88	..	88
Bowditch .....	..	37	37	Lewis	30	59	98
Bowdoin .....	..	31	31	Lincoln	39	..	39
Brimmer	36	..	36	Lowell	21	31	52
Bunker Hill.....	22	24	46	Lyman	30	14	44
Chapman	18	31	49	Martin	15	17	32
Charles Sumner	30	40	70	Mather	31	39	70
Comins	22	25	47	Minot	12	9	21
Dearborn	17	24	41	Norcross .....	..	34	34
Dillaway .....	..	49	49	Phillips	41	..	41
Dudley	45	..	45	Prescott	16	37	53
Dwight	51	..	51	Prince	28	48	76
Edward Everett.....	28	30	58	Quincy	36	..	36
Eliot	43	..	43	Rice	41	..	41
Emerson	25	23	48	Robert G. Shaw	10	14	24
Everett .....	..	76	76	Sherwin	42	..	42
Franklin .....	..	38	38	Shurtleff .....	..	58	58
Frothingham	18	26	44	Stoughton	14	16	30
Gaston .....	..	45	45	Thomas N. Hart	35	..	35
George Putnam.....	8	14	22	Tileston	2	7	9
Gibson	18	24	42	Warren	19	34	53
Hancock .....	..	28	28	Washington Allston	20	34	54
Harris	18	24	42	Wells .....	..	31	31
Harvard	26	20	46	Winthrop .....	..	58	58
Henry L. Pierce	49	36	85	Totals	1223	1,365	2,588

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1894 BELONGED TO A GRAMMAR SCHOOL IN THIS CITY.

SCHOOLS.	2 years or less.	3 years.	4 years.	4½ years.	5 years.	5½ years.	6 years.	6½ years.	7 years.	7½ years.	8 years.	8½ years.	9 years and over.	Not given.	Total.
Adams	1.....	.....	4	1	14..	3	.....	.....	.....	.....	.....	.....	.....	.....	23
Agassiz.....	3	1....	1	11...	13	1	7	.....	.....	.....	.....	.....	.....	.....	37
Bennett	4	2	1...	7	5	11	21	21	6	1	.....	.....	.....	.....	79
Bigelow	1	1	2	5...	23	2	14...	11	1	.....	1	.....	.....	.....	49
Bowditch	3...	1	1	2	3	14..	11	1	2	.....	.....	.....	.....	.....	37
Bowdoin.....	3	2.....	.....	6	2	9	1	7	.....	.....	1	....	.....	.....	31
Brimmer .....	.....	1...	3	2	12	3	9	1	3	1	1	1	1	1	36
Bunker Hill.....	1.....	.....	3	2	29..	11	.....	.....	.....	.....	.....	.....	.....	.....	46
Chapman	1	1	.....	.....	4	10..	14	6	10	....	3	...	3	...	49
Charles Sumner ...	6	2	2	1	3	5	29..	14	1	7	.....	.....	.....	.....	70
Comins	2	1	1	1	13	3	20	1	2	....	3	.....	.....	.....	47
Dearborn	1.....	.....	6	2	26	1	5	.....	.....	.....	.....	.....	.....	.....	41
Dillaway .....	.....	1	1	1	3	2	26	1	11	...	4	.....	.....	.....	49
Dudley	1	2	1	1	5	2	20..	9	1	3	...	1	...	1	45
Dwight	5	1	2	...	5	3	9	2	18	...	6	.....	.....	.....	51
Edward Everett ...	5	1	2	2	9	1	24..	9	...	5	.....	.....	.....	.....	58
Eliot .....	.....	5	...	8	11	10	3	4	...	2	.....	.....	.....	.....	43
Emerson.....	2	3	1	1	2	2	18	1	14	1	3	...	1	...	48
Everett.....	7	4	.....	2	8	34	1	13	...	4	1	2	...	1	76
Franklin.....	3	2	...	2	1	6	5	5	6	...	7	...	1	...	38
Frothingham.....	1	...	1	1	1	3	27..	11	.....	.....	.....	.....	.....	.....	44
Gaston	1	2	1	1	3	1	20..	15	...	2	.....	.....	.....	.....	45
George Putnam ...	2	2	1	1	2	...	9	...	5	...	1	.....	.....	.....	22
Gibson	3	...	1	1	3	6	21	1	6	...	1	.....	.....	1	42
Haneock .....	.....	2	...	3	1	12	3	6	...	1	...	...	...	1	28
Harris	2	1	.....	10	...	19	..	8	...	2	.....	.....	.....	1	42
Harvard	1	1	1	4	9	16	4	7	1	2	.....	.....	.....	1	46

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1894 BELONGED TO A GRAMMAR SCHOOL IN THIS CITY.—*Concluded.*

SCHOOLS.	2 years or less.	3 years.	4 years.	4½ years.	5 years.	5½ years.	6 years.	6½ years.	7 years.	7½ years.	8 years.	8½ years.	9 years and over.	Not given.	Total.
Henry L. Pierce.	5	6	1	...	17	4	32	2	13	...	4	...	1	...	85
Hugh O'Brien ..	4	2	2	1	22	4	26	1	9	...	...	...	...	...	71
Hyde	2	1	4	1	3	4	16	1	11	2	2	1	1	...	49
John A. Andrew.	1	...	...	...	1	4	16	...	13	1	6	...	...	...	42
Lawrence	1	1	3	9	26	21	20	4	3	...	...	...	...	...	88
Lewis.....	6	3	3	...	17	5	51	...	13	...	...	...	...	...	98
Lincoln	1	1	...	...	1	1	25	...	9	...	1	...	...	...	39
Lowell	4	2	...	...	6	2	35	...	2	...	1	...	...	...	52
Lyman	5	...	...	...	2	13	17	1	5	...	1	...	...	...	44
Martin.....	4	...	1	...	8	...	15	...	3	...	1	...	...	...	32
Mather	7	2	2	...	3	...	28	1	21	...	5	...	1	...	70
Minot.....	...	...	...	...	...	...	16	...	4	...	1	...	...	...	21
Norcross.....	3	...	2	4	7	6	2	6	3	...	1	...	...	...	34
Phillips	5	2	2	...	5	1	20	...	6	...	...	...	...	...	41
Prescott .....	...	...	...	...	14	1	22	6	9	...	1	...	...	...	53
Prince	13	3	11	2	7	...	22	1	12	...	3	...	2	...	76
Quincy	1	...	1	1	2	5	13	6	5	1	1	...	...	...	36
Rice.....	3	3	6	1	4	...	19	1	4	...	...	...	...	...	41
Robert G. Shaw....	1	...	...	2	...	17	...	4	...	...	...	...	...	...	24
Sherwin	3	1	1	5	2	18	1	4	1	2	3	1	...	...	42
Shurtleff.....	4	3	2	2	2	4	9	3	19	...	9	...	1	...	58
Stoughton.....	1	1	2	...	...	19	...	5	1	1	...	...	...	...	30
Thomas N. Hart....	3	...	...	9	2	18	...	1	...	2	...	...	...	...	35
Tileston .....	...	...	...	...	...	3	3	1	...	2	...	...	...	...	9
Warren	1	3	1	1	1	2	20	...	16	...	8	...	...	...	53
Washington Allston..	11	4	1	1	6	4	15	...	12	...	...	...	...	...	54
Wells.....	1	2	2	...	...	8	12	...	6	...	...	...	...	...	31
Winthrop	3	2	1	...	1	6	15	10	13	1	4	...	2	...	58
Totals	140	81	72	33	292	184	1025	94	489	27	125	7	19	...	2588

PRIMARY SCHOOLS.

Semi-annual Returns, to June 30, 1894.

DISTRICTS.	Teachers,	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	6	147	140	287	132	125	257	30	89	151	128	279
Agassiz	4	146	97	243	130	85	215	28	89	107	146	253
Bennett	7	188	173	361	166	146	312	49	87	202	168	370
Bigelow	12	353	282	635	302	231	533	102	84	320	301	621
Bowditch	10	270	269	539	232	229	461	78	86	285	259	544
Bowdoin	8	194	199	393	163	164	327	66	83	206	194	400
Brimmer	7	199	151	350	176	135	311	39	89	169	170	339
Bunker Hill	10	240	177	417	218	154	372	45	89	225	213	438
Chapman	6	196	169	365	171	143	314	51	86	200	179	379
Charles Sumner . . .	11	336	293	629	295	248	543	86	86	345	310	655
Comins	6	144	123	267	128	108	236	31	88	130	137	267
Dearborn	15	457	337	794	399	282	681	113	86	352	432	784
Dillaway	9	238	236	474	205	194	399	75	84	249	221	470
Dudley	13	373	341	714	322	286	608	106	84	346	343	689
Dwight	10	276	281	557	242	241	483	74	87	289	264	553
Edward Everett . . .	9	278	273	551	237	229	466	85	85	248	241	489
Elliot	9	319	192	511	279	162	441	70	86	324	196	520
Emerson	11	336	335	671	299	294	593	78	88	313	344	657
Everett	10	275	288	563	235	231	466	97	83	203	331	534
Franklin	12	322	315	637	281	272	553	84	86	334	307	641
Frothingham	9	269	219	488	239	188	427	61	88	270	224	494
Gaston	9	200	233	433	168	198	366	67	85	204	213	417
George Putnam . . .	6	159	152	311	140	128	268	43	87	149	165	314
Gibson	6	188	171	359	164	149	313	46	87	199	184	383
Hancock	19	500	555	1,055	455	496	951	104	90	569	471	1,040
Harris	6	166	132	298	145	108	253	45	84	131	149	280
Harvard	12	316	301	617	283	261	544	73	89	296	306	602
Henry L. Pierce . . .	7	188	186	374	172	162	334	40	90	166	205	371

PRIMARY SCHOOLS.—*Concluded.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.	
		Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Hugh O'Brien .	11	401	265	666	352	228	580	86	86	338	346	684	
Hyde	9	214	213	427	192	190	382	45	89	222	255	477	
John A. Andrew	12	322	330	652	280	280	560	92	86	259	389	648	
Lawrence	16	671	292	873	600	177	777	96	89	472	360	832	
Lewis	10	235	265	500	206	221	427	73	86	219	287	506	
Lincoln	7	249	102	351	210	80	290	61	83	190	161	351	
Lowell	17	451	422	873	395	362	757	116	87	419	442	861	
Lyman	9	294	212	506	271	187	458	48	90	238	247	485	
Martin	4	117	93	210	101	77	178	32	85	118	93	211	
Mather	12	338	333	671	286	296	552	119	82	356	306	662	
Minot	4	102	104	206	87	86	173	33	84	110	99	209	
Norcross	13	176	412	588	160	361	521	67	88	336	266	602	
Phillips	5	139	136	275	128	122	250	25	91	137	130	267	
Prescott	7	213	183	396	183	157	340	56	86	233	183	416	
Prince	7	167	147	314	147	119	266	48	85	146	188	334	
Quincy	11	383	218	601	333	185	518	83	86	330	281	611	
Rice	8	163	150	313	148	137	285	28	91	129	173	302	
Robt. G. Shaw .	5	96	82	178	85	68	153	25	86	92	94	186	
Sherwin	9	253	246	499	230	217	447	52	90	244	239	483	
Shurtleff	6	167	184	351	142	154	296	55	84	188	149	337	
Stoughton	5	122	104	226	104	88	192	34	85	124	98	222	
Thomas N. Hart	10	368	182	550	326	153	479	71	87	216	328	544	
Tileston	2	46	37	83	40	31	71	12	86	37	49	86	
Warren	7	170	193	363	153	168	321	42	88	212	162	374	
Washington Allston	10	330	304	634	280	255	535	99	84	337	291	628	
Wells	18	561	475	1,036	489	406	895	141	87	537	438	975	
Winthrop	6	134	198	332	113	162	275	57	83	152	170	322	
Totals		499	14,155	12,412	26,567	12,419	10,586	23,005	3,562	86.6	13,363	13,035	26,398

PRIMARY SCHOOLS.

*Number of Pupils in each Class, Whole Number, and Ages, June 30,
1894.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
	66	87	126	279	20	64	67	63	36	14	11	3	1
Adams	70	84	99	253	22	39	46	58	47	27	11	2	1
Agassiz	78	108	184	370	31	76	95	76	52	27	5	5	3
Bennett	164	192	265	621	43	148	129	148	81	41	24	2	5
Bigelow	142	164	238	544	39	118	128	110	82	39	14	10	4
Bowditch . . .	91	89	220	400	33	61	112	96	63	24	5	5	1
Bowdoin . . .	96	100	143	339	28	64	77	61	71	26	6	5	1
Bunker Hill . .	104	135	199	438	49	75	101	88	63	39	17	5	1
Chapman . . .	114	111	154	379	26	91	83	88	61	19	8	3	.
Chas. Sumner .	163	210	282	655	74	126	145	161	97	41	4	7	.
Comins	77	78	112	267	13	54	63	46	48	28	9	4	2
Dearborn . . .	214	204	366	784	34	140	178	170	124	93	27	14	4
Dillaway . . .	105	143	222	470	58	88	103	96	84	28	12	1	.
Dudley	145	196	348	689	80	127	139	129	100	67	32	12	3
Dwight	137	158	258	553	40	109	140	118	96	37	7	6	.
Edward Everett,	133	161	195	489	40	100	108	109	78	35	10	5	4
Eliot	78	172	270	520	77	125	122	73	53	42	18	7	3
Emerson . . .	162	162	333	657	51	111	151	133	118	60	23	7	3
Everett	169	154	211	534	20	67	116	140	100	49	29	7	6
Franklin	134	196	311	641	75	131	128	120	105	54	21	4	3
Frothingham .	151	132	211	494	54	105	111	105	81	33	4	1	.
Gaston	132	132	153	417	28	97	79	94	70	30	9	7	3
Geo. Putnam .	69	111	134	314	25	54	70	71	54	26	7	3	4
Gibson	110	106	167	383	39	69	91	94	61	23	3	2	1
Hancock	226	272	542	1,040	95	252	222	197	117	115	30	11	1
Harris	86	84	110	280	18	54	59	54	51	35	8	1	.
Harvard	140	203	259	602	49	116	131	135	101	45	19	5	1
Henry L. Pierce	139	119	113	371	16	58	92	87	70	34	11	2	1

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Hugh O'Brien,	173	208	303	684	58	138	142	139	122	58	23	2	2
Hyde	147	100	230	477	43	76	103	106	79	44	14	9	3
J. A. Andrew .	200	218	230	648	32	101	126	143	131	72	28	10	5
Lawrence . . .	171	251	410	832	92	162	218	179	112	50	12	7	.
Lewis	148	145	213	506	21	85	113	113	98	45	7	3	1
Lincoln	81	109	161	351	38	73	79	80	47	27	3	3	1
Lowell	240	274	347	861	64	167	188	184	147	59	34	9	9
Lyman	97	167	221	485	47	88	103	84	70	46	31	10	6
Martin	45	58	108	211	23	40	55	42	25	16	8	1	1
Mather	183	159	320	662	41	130	185	158	93	36	15	3	1
Minot	46	47	116	209	20	49	41	41	38	12	5	2	1
Norcross	137	235	230	602	78	128	130	125	78	41	11	8	3
Phillips	53	103	111	267	32	52	53	60	35	18	11	6	.
Prescott	104	148	164	416	45	89	99	85	62	25	8	2	1
Prince	93	88	153	334	15	55	76	73	67	38	8	2	.
Quincey	152	240	219	611	71	119	140	116	82	56	17	8	2
Rice	98	110	94	302	7	50	72	57	70	26	15	4	1
Robt. G. Shaw	44	63	79	186	14	37	41	48	32	10	3	1	.
Sherwin	102	193	188	483	54	89	101	92	83	39	18	5	2
Shurtliff	102	108	127	337	35	69	84	80	51	12	4	.	2
Stoughton . . .	55	59	108	222	18	46	60	34	35	23	3	2	1
Thos. N. Hart,	168	174	202	544	18	83	115	165	89	45	16	9	4
Tileston	19	27	40	86	6	12	19	23	13	9	3	1	.
Warren	110	98	166	374	40	73	99	93	52	13	3	1	.
Washington Allston . . .	137	167	324	628	41	132	164	140	85	34	17	9	6
Wells	194	267	514	975	100	217	220	188	144	74	28	4	.
Winthrop . . .	90	101	131	322	35	46	71	75	49	20	10	7	9
Totals . . .	6,684	7,980	11,734	26,398	2,265	5,125	5,983	5,663	4,153	2,079	739	274	117

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June 30, 1894.

DISTRICTS.	No. of Teachers.	Avg. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Avg. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams	6	287	47.8	Hyde	9	427	47.4
Agassiz.....	4	243	60.8	J. A. Andrew...	12	652	54.3
Bennett	7	361	51.6	Lawrence	16	873	54.6
Bigelow	12	635	52.9	Lewis	10	500	50.0
Bowditch	10	539	53.9	Lincoln	7	351	50.1
Bowdoin	8	393	49.1	Lowell	17	873	51.4
Brimmer	7	350	50.0	Lyman	9	506	56.2
Bunker Hill....	10	417	41.7	Martin	4	210	52.5
Chapman	6	365	60.8	Mather	12	671	55.9
Charles Sumner,	11	629	57.2	Minot	4	206	51.5
Comins	6	267	44.5	Norcross.....	13	588	45.2
Dearborn	15	794	52.9	Phillips	5	275	55.0
Dillaway	9	474	52.7	Prescott	7	396	56.6
Dudley.....	13	714	54.9	Prince.....	7	314	44.9
Dwight	10	557	55.7	Quincy	11	601	54.6
Edward Everett,	9	551	61.2	Rice	8	313	39.1
Eliot	9	511	56.8	Robert G. Shaw	5	178	35.6
Emerson.....	11	671	61.0	Sherwin	9	499	55.4
Everett	10	563	56.3	Shurtleff.....	6	351	58.5
Franklin.....	12	637	53.1	Stoughton.....	5	226	45.2
Frothingham...	9	488	54.2	Thos. N. Hart..	10	550	55.0
Gaston	9	433	48.1	Tileston	2	83	41.5
George Putnam,	6	311	51.8	Warren.....	7	363	51.9
Gibson.....	6	359	59.8	Washington All- ston	10	634	63.4
Hancock.....	19	1,055	55.5	Wells	18	1,036	57.6
Harris	6	298	49.7	Winthrop	6	332	55.3
Harvard	12	617	51.4				
Henry L. Pierce	7	374	53.4	Totals	499	26,567	53.2
Hugh O'Brien..	11	666	60.5				

KINDERGARTENS.

Semi-annual Returns to June 30, 1894.

DISTRICTS.	Teachers.	Average whole number.			Average Attendance.			Average absence.	Per cent. of attendance.	Age under 5 years.	Age 5 and over.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	2	37	32	69	25	21	46	23	67	25	47	72
Bennett	2	26	35	61	16	19	35	26	56	30	34	64
Bowditch	4	67	61	128	43	43	86	42	67	68	70	138
Bowdoin	2	28	29	57	20	20	40	17	72	22	33	55
Brimmer	2	25	26	51	18	20	38	13	74	36	24	60
Bunker Hill . . .	2	30	28	58	21	18	39	19	67	32	28	60
Chapman	2	32	34	66	23	24	47	19	71	37	32	69
Comins	4	82	84	166	67	63	130	36	78	79	100	179
Dearborn	2	35	24	59	27	15	42	17	73	9	49	58
Dillaway	2	55	28	83	38	19	57	26	68	36	42	78
Dwight	3	49	58	107	36	42	78	29	73	45	50	95
Eliot	4	69	61	130	58	50	108	22	77	76	62	132
Emerson	1	42	34	76	27	21	48	28	63	32	43	75
Everett	2	26	32	58	15	20	35	23	63	17	38	55
Franklin	2	18	35	53	12	22	34	19	64	31	21	52
Geo. Putnam . . .	2	25	27	52	21	21	42	10	81	25	26	51
Hancock	5	66	78	144	51	61	112	32	77	80	72	152
Harvard	2	27	27	54	20	20	40	14	74	26	27	53
H. L. Pierce . . .	2	26	26	52	19	19	38	14	73	30	43	73
Hugh O'Brien . . .	1	33	15	48	19	7	26	22	54	10	44	54
Hyde	2	25	33	58	19	25	44	14	76	25	29	54
J. A. Andrew . . .	2	32	33	65	23	25	48	17	74	25	40	65
Lawrence	2	29	35	64	21	26	47	17	73	5	62	67
Lewis	1	26	20	46	19	15	34	12	74	25	25	50
Lyman	2	33	31	64	20	18	38	26	59	33	9	42
Mather	2	31	34	65	22	22	44	21	67	17	43	60
Minot	2	30	28	58	19	20	39	19	67	22	37	59
Phillips	2	23	32	55	18	25	43	12	78	26	31	57
Prescott	2	33	30	63	25	21	46	17	74	12	53	65
Prince	2	31	25	56	25	21	46	10	83	25	44	69
Quiney	2	30	36	66	21	23	44	22	66	30	34	64
Rice	2	30	24	54	24	18	42	12	77	11	43	54

KINDERGARTENS. — *Concluded.**Semi-annual Returns to June 30, 1894.*

DISTRICTS.	Teachers,	Average whole number.			Average attendance.			Average absence.	Per cent. of attendance.	Age, under 5 years.	Age, 5 and over.	Whole number at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Robert G. Shaw . . .	1	18	23	41	10	16	26	15	63	27	18	45
Shurtleff	2	26	32	58	20	24	44	14	74	6	44	50
Stoughton . . .	2	30	36	66	23	28	51	15	77	42	30	72
Thos. N. Hart . . .	2	40	34	74	34	29	63	11	85	28	47	75
Washington Allston . . .	2	28	25	53	18	20	38	15	71	23	31	54
Wells	3	56	61	117	38	43	81	36	70	72	53	125
Winthrop	1	24	19	43	17	13	30	13	69	18	25	43
Totals	84	1,373	1,365	2,738	992	977	1,969	769	71	1,583	1,212	2,795

FRANKLIN MEDALS,
LAWRENCE PRIZES,
AND
DIPLOMAS OF GRADUATION.

1894.

FRANKLIN MEDALS, 1894.

LATIN SCHOOL.

Carl N. Jackson,
William W. Baker,
Paul A. H. van Daell,
Laurence H. Parkhurst,

Richmond L. Chipman,
Starr M. Pierce,
Waldron H. Rand,
Samuel T. Frost.

ENGLISH HIGH SCHOOL.

Harry S. Mork,
Charles E. A. Winslow,
Leon Alland,
Stephen R. Dunbar,
Charles A. Richardson,
Samuel T. Weil,

Fred K. Dyer,
George A. England,
Eugene T. Cudworth,
William F. Howes,
Richard G. Badger,
John A. Whitechurch.

LAWRENCE PRIZES, 1894.

LATIN SCHOOL.

FOR EXCELLENCE IN CLASSICS.—Carl N. Jackson, Donald F. Urquhart, Harry L. Morse, William J. Kelly, Durant F. Drake, John V. Connolly, Edward Johnson, Walter G. Burns, Chester W. Nichols, William J. Frazer, James L. Maguire, Charles S. Stanton, Henry R. Gardner, Frederick R. Bolster, Dennis S. Downes, Kenneth W. Endres.

FOR EXCELLENCE IN MODERN STUDIES.—Laurence H. Parkhurst, Robert H. Morrison, Benjamin P. Merrick, Francis W. Doherty, Frank J. Kneeland, Joseph Santosuosso, Samuel Bamber, Herbert A. Noone, Howard S. Bennett, Louis J. Elsas, Manley F. Allbright, John E. Talbot, Samuel T. Foster, George A. Barrett, Warren A. Seavey, James M. Gray.

FOR EXCELLENCE IN DECLAMATION.—*First Prize*—Samuel T. Frost. *Second Prizes*—James W. Spring, Michael J. Cunniff. *Third Prizes*—George W. Fuller, Edward L. Logan. *Special Prizes*—Thomas H. Reed, John D. Williams.

FOR EXCELLENCE IN READING. — *First Prize* — James W. Spring. *Second Prizes* — Frank J. Kneeland, Carl S. Oakman. *Third Prizes* — Michael J. Cunniff, Frank B. Granger.

FOR EXEMPLARY CONDUCT AND PUNCTUALITY. — Carl N. Jackson, Durant F. Drake, Donald F. Urquhart, Dennis S. Downes, Chester W. Nichols, Charles S. Stanton, Allan H. Whitman, Manley F. Allbright, Raymond G. Clapp, William W. Baker, Paul A. H. van Daell, Henry R. Gardner, Joseph J. Curran, John E. Talbot, Walter G. Burns, Louis J. Elsas, Everett B. Horn, Charles B. Loughead, William J. Tarpey, Fernald Hutchins, Frank J. Kneeland.

FOR EXEMPLARY CONDUCT AND FIDELITY. — Willian H. Grant, Francis W. Falvey, Joseph W. Rogers, Etheridge Walker, Horace H. Morse, Sylvester M. Whalen, Lenoir C. Church, Roger O. Burton, Edward W. Whorf, Albert L. Barry, Amory Leland, Arthur K. Pitman, G. Stanley Morse, Joseph F. Denney, Frank B. Foster.

FOR AN ENGLISH POEM. — *Second Prize* — George W. Fuller.

GARDNER PRIZE.

For an English Essay. — Richmond L. Chipman.

DERBY PRIZE.

For an English Oration. — Frank J. Jordan.

SPECIAL PRIZES.

Excellence in Deportment throughout the Entire School Course. — Carl N. Jackson.

Punctual Attendance throughout the Entire School Course. — Paul A. H. van Daell, Frank J. Jordan.

FOR MILITARY DRILL.¹

First Prize. — Company C.

Second Prize. — Company G.

Special Prize. — Company E.

Excellence in Manual of Arms. — (First Prize) — C. C. Miller, Sergeant. (Second Prize) — W. B. Hammond, Sergeant.

Bayonet Squad Prizes. — (First Prize) — F. O. White, Lieutenant. (Second Prize) — L. J. Logan, Sergeant.

Setting-up Prizes. — Charles W. Ward, Corporal; Thomas L. Frost, Corporal; Arthur E. F. Smith, Private.

ENGLISH HIGH SCHOOL.

FOR ESSAY. — *Graduating Class Prize.* — (First Prize) — Charles E. A. Winslow.

¹ These prizes are awarded at the annual prize drill from funds contributed by the school.

FOR DECLAMATION. — *Special Prize.* — (Second Class) — Albert V. Lally. *First Prizes.* — (First Class) — Ralph W. Menard. (Second Class) — William L. Aldrich. (Third Class) — Leopold M. Goulston. *Second Prize.* — (Second Class) — Frederick G. Hersey.

FOR READING ALOUD. — *First Prizes.* — (First Class) — Ralph W. Menard. (Second Class) — William L. Aldrich. *Second Prizes.* — (First Class) — George E. Morrill. (Second Class) — Melville E. Webb, Jr. (Third Class) — Julius Kallman.

FOR TRANSLATION OF GERMAN AT SIGHT. — *First Prize.* — (First Class) — Harry S. Mork. *Second Prize.* — (First Class) — George A. England.

FOR SENIOR EXAMINATION IN ALGEBRA. — *First Prize.* — (First Class) — Charles E. A. Winslow. *Second Prizes.* — (First Class) — Leon Alland, S. R. Dunbar, E. Mann.

FOR DRAWING. — *First Prizes.* — (First Class) — William F. Howes, Orville P. Williams.

FOR TRANSLATION OF FRENCH AT SIGHT. — *First Prize.* — (Second Class) — Stanley G. H. Fitch. *Second Prizes.* — (Second Class) — Stephen Badlam, Francis C. Lincoln.

FOR JUNIOR EXAMINATION IN ALGEBRA. — *First Prizes.* — (Third Class) — Milton L. Bernstein, Frank P. Wilcox, Arthur Loring. *Second Prizes.* — (Third Class) — William G. Boynton, Wilbur A. Jordan, Jr.

FOR EXAMINATION IN PHYSICS. — *First Prize.* — (First Class) — Leon Alland.

FOR EXAMINATION IN CHEMISTRY. — *First Prize.* — (First Class) — Harry S. Mork.

FOR DEPORTMENT AND SCHOLARSHIP. — *First Class* — J. S. Bleecker, P. E. Rowell, W. A. Bassett, F. F. Coleord, R. B. Williams, A. R. Dickey, O. P. Williamis, J. H. Carney, F. A. Anderson, A. S. Bryant. *Second Class* — S. G. H. Fitch, S. Badlam, N. S. Hope, H. R. Stearns, W. G. Waitt, F. C. Lincoln, E. A. Regestein, T. W. Bailey. *Third Class* — W. S. Heilborn, M. L. Bernstein, L. M. Goulston, H. W. Goldthwaite, E. H. F. Chevailier, P. F. Clapp, W. G. Boynton, F. P. Wilcox, A. Loring, W. B. Cobb, G. G. Wolkins, W. A. Moulton, F. H. Bond, Jr., C. S. Burgess, L. L. Cayvan.

FOR DEPORTMENT AND FIDELITY. — *First Class* — F. T. Bramer, L. H. Miller, T. H. Smith, P. J. Burrell, E. M. Fisher. *Second Class* — A. M. Pinfield, H. Linenthal, H. B. Thomas, S. W. St. Clair, J. F. Lentine, C. H. Comey, A. S. Allen. *Third Class* — R. H. Stearns, D. J. Sullivan, C. T. Lincoln, T. Guiney, W. A. Jordan, Jr., A. C. Clapp, E. F. Buckley.

DIPLOMAS OF GRADUATION. 1894.

NORMAL SCHOOL.

Abbie G. Abbott,
Viola M. Allen,
Gertrude M. Bent,
Susan J. Berigan,
Ellen G. Bird,
Emily S. M. Bissell,
Katherine Boyd,
Lucy M. Bruhn,
Mary H. Burgess,
Catherine F. Byrne,
Mary E. Clapp,
Elizabeth F. Cotter,
Louise M. Cottle,
Josephine Crockett,
Elizabeth G. Crotty,
Edith Dennison,
Katherine F. Doherty,
Maude E. Downing,
Helen L. Duneklee,
Annie J. Eaton,
Mary J. Fitzsimmons,
Alice Fobes,
Fannie Fox,
Frances A. Griffin,
Florence E. Griffith,
Jessie K. Hampton,
Mande C. Hartnett,
Mary E. Healey,
Alice B. Hennessey,
Almeda A. Holmes,
Charlotte K. Holmes,
Amy L. Hubbard,

Sarah A. James,
Jessie L. Johnson,
Etta L. Jones,
Josephine F. Joyce,
Evelyn E. Kelley,
Ella M. Kenniff,
Mabel E. Latta,
Cecelia F. Leahy,
Mabel B. Le Favor,
Emma E. Long,
A. Isabelle Macarthy,
Grace S. Mansfield,
Annie F. McGillienddy,
Katharine J. McMahan,
Mary F. McMorrow,
Margaret A. Mernin,
Orphise A. Morand,
Mary F. Murphy,
Catherine C. O'Connell,
Mary O'Connell,
Mary A. M. Papineau,
Katharine H. Perry,
Edith L. Phelan,
Dora W. Rohnsen,
Abigail A. Scannell,
Helen G. Shannon,
Mariannie H. Simmons,
Josephine L. Smith,
Helen G. Stark,
Teresa M. Sullivan,
Frances S. Tufts,
Mary M. A. Twombly,
Sally Viles,
Mary A. Whalen,

Margaret E. White,
 Alice G. Williams,
 Winifred Williams,
 Myra E. Wilson.

BOYS' LATIN SCHOOL.

George D. Appleton,
 William W. Baker,
 Edward J. Belt,
 Arthur B. Chesley,
 Richmond L. Chipman,
 Henry E. Cottle,
 Charles H. Cronin,
 Michael J. Cunniff,
 Paul A. H. van Daell,
 Albert W. Davis,
 John W. Edmunds,
 Charles J. Flagg,
 Samuel T. Frost,
 Alexander M. Gilbert,
 William H. Grant,
 Simon E. Hecht,
 John D. Horgan,
 Carl N. Jackson,
 Franklin I. Jordan,
 Thomas F. Leen,
 Edward L. Logan,
 John R. McVey,
 Joseph E. Murphy,
 Walter J. L. O'Brien,
 Lawrence H. Parkhurst,
 Starr M. Pierce,
 Waldron H. Rand,
 John J. Reilly,
 Henry Constant Ring,
 James H. Sprague,
 James W. Spring,
 Calvin S. Tilden,
 Irving C. Watson.

GIRLS' LATIN SCHOOL.

Isabelle J. Andrews,
 Marguerite Barton,

Gertrude M. Flanigan,
 Kate D. Griswold,
 Augusta M. Holst,
 Lilian E. Kimball,
 Lucelia L. Mason,
 Lillian B. Moulton,
 Ethel P. Potter,
 Anna C. Tomlinson,
 Wilhelmina L. Waite,
 Minna B. Williams,
 Esther Woodman.

ENGLISH HIGH SCHOOL.

FOURTH-YEAR CLASS.

Henry C. Boutelle,
 Edward S. Chapin,
 Paul Clifford,
 George T. Cottle,
 Timothy J. Cronin,
 Maurice E. Fitzgerald, Jr.,
 Herbert I. Lord,
 Michael J. McDonough,
 Fred. P. H. Pike,
 Henry H. Sullivan,
 Emanuel Verveer,
 Ralph E. Wilder.

THIRD-YEAR CLASS.

Leon Alland,
 Frank A. Anderson,
 Thomas A. Ashley,
 Richard G. Badger,
 Henry S. Banfield,
 Vinton P. Bangs,
 George T. Barry,
 William A. Bassett,
 Thomas R. Bateman,
 George U. Bauer,
 Herman A. Beal,
 Robert F. Blake,
 John S. Bleecker,
 Fred T. Bramer,
 Bartholomew J. Bresnahan,

Thomas A. Brockbank,
George W. Brown,
Arthur S. Bryant,
William E. Burke,
Percy J. Burrell,
Charles R. Butler,
George E. Byford,
Herbert F. Calder,
John H. Carney,
Henry M. Carven,
Harry M. Chamberlain,
Herbert N. Cheney,
Curtis Chipman,
James F. Clapp,
Frank F. Colcord,
Patrick J. Conboy,
Frank J. Connolly,
Melville R. Corthell,
Frank A. Costello,
Albert H. Cousins,
Eugene T. Cudworth,
Amory R. Curtis,
John P. Cushman,
Frank A. Daggett,
Arthur R. Dickey,
Benjamin Dobson,
Stephen R. Dunbar,
Fred K. Dyer,
Frederick A. Emerson,
George A. England,
Robert W. D. Evans,
Franklin A. Ferguson,
Robert A. Ferguson,
Albert N. Fernald,
Francis J. Field,
Edward M. Fisher,
Simon Fleisher,
George E. Frazer,
Fred H. Getchell,
Russell I. Gladwin,
George H. Gleason,
John H. H. Glover,
Charles H. Godbold, Jr.,
Edgar D. Gould,

Walter A. Hallstrom,
John E. Hanrahan,
Frederick G. Hartwell,
Joseph L. Hern,
Harry C. Higgins,
Henry H. Hill,
William F. Howes,
William G. Hoyt,
James F. Hughes,
Charles E. Jennings, Jr.,
John W. Johnson,
Herbert W. Jones,
Irwin H. Kaufman,
Bliss Knapp,
Edward H. Lally,
Thomas E. Lally,
Solomon Lewenburg,
Arthur A. Libby,
George L. Littauer,
Fitzhubert A. Lopez,
Osmond E. Lowery,
Harry S. R. MacCurdy,
Benjamin J. Macintire,
Elbridge Mann,
John M. Manning, Jr.,
Gilbert T. Manson,
Joseph L. Mara,
George H. Mayo,
Daniel L. McCraith,
John J. McDonald,
John R. F. McHugh,
John H. Means, Jr.,
Ralph W. Menard,
Louis H. Miller,
Thomas F. Minton,
Fred G. Moore,
John A. Morgan,
Harry S. Mork,
George E. Morrill,
Henry H. Morse,
John B. Moulton,
Walter J. Noonan,
John E. O'Connell,
Engene F. O'Neill,

Willis E. Pearson,
Ludvig T. Petersen,
Meyer Peyser,
William D. Phipps,
George M. Pond,
Silas F. Poole,
Charles F. Poor, Jr.,
Chandler H. Pratt,
Robert W. Pratt, Jr.,
Dudley M. Pray,
Charles S. Purdy,
Charles A. Richardson,
William Rosnosky,
Percy E. Rowell,
Reinhold Ruelberg,
Ralph W. Shaffer,
Walter Simonds,
Charles B. Smith,
Thomas H. Smith,
John H. Spitz, Jr.,
Robert W. Stanley,
Samuel W. Stillings,
Harry H. Stone,
Thomas F. Temple, Jr.,
Edward La G. Ward,
George A. Warren,
Samuel T. Weil,
Andrew S. Wentworth,
Lewis R. Whitaker,
John A. Whitechurch,
William C. Whiting,
Clarence E. Whitney,
Thomas L. Wiles,
Robert F. Wilkins,
Orville P. Williams,
Robert B. Williams,
Charles E. A. Winslow,
George W. Wise,
Frederick W. Zenner.

GIRLS' HIGH SCHOOL.

FOURTH-YEAR CLASS.

Elizabeth M. Abbe,

Louise B. Barrows,
Alice H. Bigelow,
Annie M. Bragdon,
Ethel C. Brown,
Hattie Browne,
Helen A. Burke,
Margaret M. Burton,
Julie M. Coe,
M. Millie Connell,
Katherine E. Cotter,
Mabel E. Couillard,
Katherine J. Daily,
Alice M. Dennison,
Mary L. Dickerman,
Maud W. Downs,
Eva W. Eldredge,
Harriet E. Ells,
Laura A. Ells,
Julia T. Emerson,
Mary E. Farrell,
May F. Fillebrown,
Florence G. Frazer,
Helen Harvie,
Sarah Kallman,
Mabel F. Kemp,
Martha J. Krey,
Charlotte H. Lally,
Mabel Lovell,
Emma F. Luker,
Josephine J. Mahoney,
Mary F. Malone,
Mande P. Marshall,
Margaret T. McCabe,
Annie R. Mohan,
Mary F. Moore,
Eleanor J. Murphy,
Julia H. Neil,
Susan H. Nugent,
Mary F. O'Brien,
Annie O'Reilly,
Hattie G. Paige,
Grace O. Peterson,
Rose E. Reddington,
Bessie M. Riley,

Rebekah C. Riley,
 May J. Ryan,
 Margaret J. Schenck,
 Leonora E. Scolley,
 Fanny L. Short,
 Sadie N. Stall,
 Ada R. Steere,
 Isabella F. Wallace,
 Stella E. Weaver,
 Matilus A. Wessel,
 Ethel P. West,
 Frances Z. Whalen,
 Edith H. Wood,
 Pearletta C. Woodward,
 Jennie L. Worth.

THIRD YEAR CLASS.

Isabelle Anderson,
 E. Mabel Baldwin,
 Emma Blanchard,
 Ellen A. Brick,
 Alice L. Bryan,
 F. Eva Bryan,
 Ellen T. G. Callahan,
 Fannie M. Campbell,
 Ellen Carver,
 F. Mabel Cassidy,
 Jennie E. Chellman,
 Viola S. Churchill,
 Mary A. Cliff,
 Annie G. Colbert,
 Bertha E. Converse,
 Ella J. Costello,
 Helen A. Crosbie,
 Ida M. Dalton,
 Mary A. Daly,
 Martha Day,
 Eunice A. Divver,
 Mary E. Doyle,
 Nannie S. Dran,
 Emily C. Drown,
 Charlotte H. Dyer,
 Grace M. Dyer,
 Annette L. Edlund,

Jennie T. Edwards,
 Kathie H. Emery,
 Lilian G. Farmer,
 Annie M. F. Farrell,
 E. Florence Fisher,
 Mary E. Fitzgerald,
 Sadie E. Foster,
 N. Isabel Fox,
 Anna C. V. Foy,
 Emily A. Frazer,
 Mary A. Fruean,
 Florence I. Galbraith,
 Mary C. Gartland,
 Frances A. Goell,
 Nellie A. Hackett,
 Alice F. Harrington,
 Mary C. Harrington,
 Nellie I. Harrington,
 Caroline M. Hawkes,
 Bessie M. Hildreth,
 A. Louise Holden,
 Clara M. Hovey,
 Nellie L. Huff,
 Jennie M. K. Humphrey,
 Florence A. Hurford,
 Florence H. Jackson,
 May M. Jewett,
 Angelia M. Jordan,
 Alice A. Keen,
 Catherine F. Keleher,
 Katharine A. Kelley,
 Edith A. Kelly,
 Dorothy V. Kinney,
 Alice E. Lawrence,
 Agnes R. Leahy,
 Isabel F. Luke,
 Beulah N. Lynch,
 Mary A. Lynch,
 Annie T. Maher,
 Margaret Mais,
 Bessie McBride,
 Ellen R. McCarthy,
 Helen A. McCarthy,
 Mary McCarthy,

Annie G. McCormack,
 R. Genevieve McMorrow,
 Margaret G. Melia,
 Mary E. Merrow,
 Mary A. Moore,
 Ruth B. Mork,
 Mary G. Morton,
 Annie C. Murphy,
 Eleanor J. O'Brien,
 Ethel R. Oliver,
 Elsie M. Paul,
 M. Nellie Peters,
 Annie W. Power,
 Marguerite J. Quinn,
 Maud L. Reafuse,
 Bonnibel F. Remington,
 Annie F. Richmond,
 Margaret M. Ring,
 Wilhelmina F. Ring,
 Leila P. Roberts,
 Ethel J. Rowbotham,
 May A. Rourke,
 Emily F. Small,
 Bertha M. Smith,
 Eleanora A. Smith,
 Mary E. Smith,
 Elsie W. Spaulding,
 Marion S. Spring,
 Addie M. Starrett,
 Cherrie W. St. Clair,
 Eva E. Strout,
 Flora M. Sykes,
 Maude C. Tinkham,
 Martha F. Titus,
 Alice B. Torrey,
 Mabel J. Treadwell,
 Ella L. Troup,
 Agnes M. Turnbull,
 Ella J. Vinal,
 Clara J. Wagner,
 Carrie E. Walker,
 Lillian C. Walsh,
 Saidee V. Waxman,
 Rose Weinberg,

Katharine C. Weld,
 Elsie I. Winsor,
 Anna S. Wood,
 Florence M. Wood,
 Kate D. Wood.

ROXBURY HIGH SCHOOL.

FOURTH-YEAR CLASS.

Boys.
 John W. Dodd,
 Howell Fisher,
 Willard E. Jones,
 John B. Lennon,
 Walter J. McConnell,
 Lewis J. Proctor.

Girls.
 Florence W. Aiken,
 Adell Allen,
 Lida M. Baker,
 Jessie L. Barclay,
 Mabel T. Carrier,
 Anna L. Fitzsimmons,
 Catherine G. Foley,
 Nellie B. Handy,
 Caroline H. Heckle,
 Alice J. Hicks,
 Annie M. Houghton,
 Lottie A. Leeds,
 Bertha L. Lieneau,
 Florence E. Marshall,
 Elizabeth H. Norman,
 Gertrude A. Parcher,
 Josephine M. Ryan,
 Mabel T. Staples,
 Anna M. Suhl,
 Mary L. Sullivan,
 Aloyse B. Tierney.

THIRD-YEAR CLASS.

Boys.
 Clarencee A. Abele,
 Harry L. Ackley,

Henry S. Aiken,
 Charles L. Anderson,
 Charles H. Butcher,
 Edwin A. Brooks, Jr.,
 Charles F. Cabill,
 Stephen F. Carrier,
 Harry P. Chadwick,
 Edward Dahl,
 Robert W. Downing,
 Andrew G. Erickson,
 David W. Fallon,
 William M. Gaddis,
 Heinrich Gebhard,
 Alfred W. Godfrey,
 Frank A. Good,
 Charles R. Greenlaw,
 William E. Harding,
 Robert M. Hill,
 William A. Jewett,
 Thomas J. Johnson,
 Dennis J. Kelley,
 Joseph Kelley,
 Henry L. C. Kingman,
 Walter H. Knight,
 John S. Loughlin,
 William H. McCarthy,
 Chester E. McLaughlin,
 William A. Murray,
 Marshall Neil,
 Richard B. Perrin,
 Warren A. Priest,
 Charles E. Robinson,
 Francis M. Ryder,
 Oscar H. Simmons,
 Fred G. Smith,
 Charles H. H. Thayer,
 Matthew C. Walsh,
 Randall D. Warden,
 Patrick J. Watson,
 William H. Wedlock,
 Arthur M. Wiggin,
 Frank R. Willey.

Girls.

Mattie H. Ailman,
 Edith M. Baeknp,
 Anna S. Basford,
 Laura Bowman,
 Grace C. Boyden,
 Blanche E. Boynton,
 Bessie Brady,
 Josephine M. Bryant,
 Edna P. Carret,
 Josephine E. Chase,
 Mabel L. Coe,
 Edith M. Colburn,
 Annie W. Davis,
 Alice E. Doherty,
 Mabel H. Donaldson,
 Annie B. Dooley,
 Mabel E. Dutton,
 Florence Faden,
 Lena G. Fay,
 Nancy P. Ford,
 Frances S. Fowle,
 Mabel S. Franklin,
 Caroline A. Frost,
 Grace N. Gardiner,
 Emily Geiger,
 Mabel E. Gibson,
 Grace R. Goodrich,
 Carrie M. Goulding,
 Josephine E. Hammond,
 Helen G. Haynes,
 May J. Hinekley,
 Jennie B. Howe,
 Adah C. Hussey,
 Annie S. Irvin,
 Louise M. C. Jones,
 Julia E. Keith,
 Lenore W. Kinney,
 Edith D. Litchfield,
 Grace G. Low,
 Addie M. Lothrop,
 Lila M. B. Macintosh,
 Christina G. McKenzie,
 Grace E. Mead,

Millie Meyer,
 Eva M. Morse,
 Mary E. Murphy,
 Bertha E. Murray,
 Gertrude M. Neil,
 Florence J. O'Flaherty,
 Bertha Poland,
 Mildred G. Potter,
 Anna H. Prentiss,
 May Richardson,
 Kate E. Sawyer,
 Angela L. Scanlon,
 Emma L. Schumacher,
 Kate M. Seaver,
 Lilian M. Sheehan,
 Laura G. Shuman,
 Eleanor F. Somerby,
 Louise F. Staehli,
 Florence L. Stevens,
 Ethel W. Todd,
 Jessie Todd,
 Jessie H. Todd,
 Lizzie F. Tucker,
 Helen L. Ulmer,
 Carrie M. Wadman,
 Emma M. Wethern,
 Etta G. Whitney,
 Olive F. Wilde,
 Annie L. Williams,
 Mattie J. Woodsum,
 Muriel Woodworth.

DORCHESTER HIGH SCHOOL.

FOURTH-YEAR CLASS.

Girls.

Helen A. Fernald,
 Florence J. Grady,
 Pauline H. Leonard,
 Emma F. Temple,
 Alice L. Tuttle.

THIRD-YEAR CLASS.

Boys.

Harold Bisbee,
 Howard F. Clark,
 Edward G. Gillooly,
 Charles M. Haunburger,
 Leonard A. Hird,
 Joseph A. Jobling,
 Reginald H. Mair,
 George H. Manks,
 Timothy J. McCarthy,
 Leslie H. Naylor,
 John G. Pattee,
 John H. Rogers,
 Adam M. Ross, Jr.,
 Eugene H. Storer,
 Cyrus H. Stowell,
 John J. Sullivan,
 Ralph R. Young.

Girls.

Annie P. Abbott,
 Bridget L. Barrett,
 Florence B. Bartlett,
 M. Grace Beal,
 Edith F. Brainerd,
 Lillian C. Brown,
 Lizzie E. Davis,
 Sallie T. Fletcher,
 Charlotte A. Fraser,
 Ella French,
 Josie V. Gerrish,
 E. Kate Harrie,
 Elizabeth M. Hilliker,
 Mary M. Hoye,
 Mary B. Hyde,
 Lydia D. Johnson,
 Alice M. Kirkpatrick,
 A. Gertrude Malloch,
 Elizabeth H. Marston,
 Jeannette T. Millet,
 Ellen H. Shields,
 Edith B. Wayland,

Edith W. Whitcomb,
May E. Wilder,
Emma Willcutt,
Florence G. Willis.

CHARLESTOWN HIGH
SCHOOL.

FOURTH-YEAR CLASS.

Boys.

George E. Fox,
Charles H. Smith,
Jean H. Stowell.

Girls.

Catherine T. Dwight,
Nellie E. Kelly,
Alice M. McLaughlin,
Mabel S. Morse,
Catherine A. Park,
Lillian M. Park,
Catherine G. Rogers,
Elizabeth D. Stowell,
Ruth M. Warren.

THIRD-YEAR CLASS.

Boys.

James T. Bolland,
Frederic N. Brown,
Walter Y. Chapin,
W. Bertram Cooper,
Arthur B. Curtis,
Harry A. Hodgdon,
Horace Johnson,
Fred H. Lathrop,
Robert L. Leahy,
Willard J. McLoud,
Henry M. Wing.

Girls.

Mabel G. Clem,
Emma D. Emery,

Emeline W. Ewell,
Louise M. Fitzgerald,
Ellen Fraser,
Margaret F. Gannon,
Caroline F. Gilmartin,
Agnes B. Hanson,
Lillian P. Hatch,
Anna F. Hingston,
Lucy M. Hobbs,
Emma R. Jameson,
Elizabeth A. Johnson,
Mary V. Leonard,
Grace S. Lincoln,
Alice M. Long,
Mary E. Maroney,
Edith W. Marshall,
Ellen E. McCoy,
S. Bernadette McGlinn,
Agnes P. Murphy,
Phoebe G. O'Donnell,
Mary E. O'Hare,
Agnes S. O'Reilley,
Elizabeth C. Quirk,
Mary A. Quirk,
Edith L. Sawyer,
Janet Sinclair,
Florence A. Smith,
Bessie H. Stark,
Clara F. Wadleigh,
Carrie S. Wyman.

WEST ROXBURY HIGH
SCHOOL.

Boys.

Howard W. Burge,
Robert M. Currier,
Alexander G. Macomber, Jr.,
Frank C. Mattern,
Arthur W. May,
John M. McMahon,
Frank P. Meehan,
Julius E. Nolte,
Ellis Peterson, Jr.,

Joseph C. Riley, Jr.,
 Joseph J. Vogel,
 Merton H. Wheelock,
 Frank C. Withington.

Girls.

Theresa Albrecht,
 Carrie S. Bell,
 Jessie P. Coxe,
 Caroline Z. Crispin,
 Isabel R. Drew,
 Alice H. Fuller,
 Katie M. Ganter,
 Mabel Gist,
 Ida B. Henderson,
 Mary E. Jepson,
 Annie T. Kelley,
 Margaret F. Murphy,
 Mabel W. Nelson,
 Marion E. Poole,
 Mary W. Warren.

Mary A. Seally,
 Susie I. Shepard,
 Agnes M. Smith,
 Inez C. Terry,
 Katherine F. Wood.

Boys.

Donald N. Alexander,
 William W. Brooks,
 George I. Copp,
 Arthur B. Delano,
 Everett C. Emery,
 Edwin W. Graves,
 Frederick W. Mansfield,
 Luther C. Rood,
 John J. Smith,
 Roscoe B. Whitten.

Girls.

BRIGHTON HIGH SCHOOL.

Boys.

William Bent,
 William P. Kelley,
 John J. Kingston,
 Thomas W. Murray,
 Thomas F. Nelligan,
 Emery Rice,
 Frank W. Stetson.

Girls.

Mary A. Brennan,
 Catherine Davis,
 Nancy G. Deering,
 Mary E. Hughes,
 Grace G. Johnson,
 Phoebe E. Marshall,
 Carrie L. Monroe,
 Lillian M. Monroe,
 Fannie B. Sanderson,

Josephene Atwood,
 Alvira M. Bartlett,
 Grace M. Bourne,
 Bertha M. Briggs,
 Geneva B. Davidson,
 Ella F. Erskine,
 Miriam L. Fowle,
 Sibyl M. Grimes,
 Charlotte E. Johnson,
 Laura M. Kenison,
 Rose H. Killilea,
 Margaret A. Learson,
 M. Ursula Magrath,
 Grace H. Mareman,
 Paula L. Meyer,
 Gertrude E. Reed,
 Emma L. Revell,
 Grace E. Small,
 H. Jennie Smith,
 Dora B. Sprague,
 Loretta Sullivan.

EAST BOSTON HIGH SCHOOL.

*Boys.**Girls.*

ADAMS SCHOOL.

Boys.

Robert Baird,
Thomas F. Burke,
Albert C. O. Colson,
Ernest L. Ford,
W. Ulric Foster,
Albert W. Johnson,
John A. Nelson,
Wallace B. Orpen,
Percy M. Peacock,
Walter M. Revell,
Robert J. Smith.

Girls.

M. Josephine Blaisdell,
Nellie E. Chaples,
Lena M. Curtis,
Laura G. Doucette,
Ethel E. Farmiloe,
Mary E. Hayes,
Helen B. Hoffenbach,
M. Adelaide Johnson,
Carrie E. Kammerer,
Lillian A. Kammerer,
Charlotte Mann,
Bertha V. Martin.

AGASSIZ SCHOOL.

Boys.

Augustus L. Albrecht,
Frank J. Albrecht,
Frank T. Bestwick,
Charles J. Bliss,
Felix F. J. Carroll,
Frank H. Colton,
William A. Cowee,
John M. Donovan,
John F. Doonan,
Patrick H. Flynn,
Frank W. Henderson,
Walter O. Hewes,

Harry E. Hill,
Herman J. Lindenlang,
Lewis Isaacs,
James S. Keane,
Richard D. Kimball,
Henry J. Mais,
Stuart F. Martin,
William C. McCready,
Robert J. McLean,
Harry L. Morrison,
Charles R. Roberts,
John H. Robinette,
William Ronan,
Alexander M. Sackrison,
Charles E. Seaverns,
Fred. C. Sheffield,
William W. Shepherd,
James H. Tolman,
Winthrop C. Whittemore,
Louis F. Wood,
Howard P. Withington,
Emil J. Wulz,
A. Oswald Yeames,
Harold A. Yeames,
James E. York.

BENNETT SCHOOL.

Boys.

William J. Behan,
John Bowen,
Charles V. Connors,
Cecil B. Cooper,
John C. Crowley,
Edmund J. Dooling,
Rudolph Flewelling,
Henry A. Hansen,
Edward J. Ivory,
J. Benedict Jordan,
Francis L. Maguire,
Walter M. Marston,
John E. McDermott,
Charles N. Monroe,

Harry K. Newhall,
 John H. O'Connell,
 William O'Melia,
 George G. Parsons,
 Themistocles Qule,
 Paul V. Rouke,
 Harvey S. Seabury,
 Edward A. Smith,
 Clifford H. Stetson,
 Edwin W. Vose,
 Edward D. Waters,
 Eugene D. Whitehouse,
 Chester F. Young,
 Ernest M. Young.

Girls.

Edna S. Ballard,
 Alphretta E. Barrion,
 Agnes C. Barry,
 Florence J. Bigelow,
 Marion E. Bigelow,
 Margaret B. Bowdoin,
 Annie T. Buckley,
 Katherine E. Burke,
 Margaret T. Burke,
 Katherine M. Canuy,
 Martha M. Coakley,
 Mary E. Cronin,
 Elinor F. Cufflin,
 Elizabeth I. Cunningham,
 Huldine M. Dobbratz,
 F. Iva Duncanson,
 Margaret E. Duwan,
 Genevieve E. Enrose,
 Theresa R. Flaherty,
 Ella F. Grafton,
 Teresa M. Hannigan,
 Eliza L. Heinlein,
 Mary T. Higgins,
 Clara M. Horrigan,
 Annie L. Huke,
 Annie J. Humphreys,
 Nelly W. Johnson,
 Catherine A. Kelly,

Lena M. Kiernan,
 Catherine M. Maddern,
 Agnes I. McGue,
 Mary A. McNulty,
 Margaret C. Monahan,
 Mary E. Mulcahy,
 Agnes C. Newcomb,
 Mary A. O'Connell,
 Theresa F. O'Leary,
 Elizabeth M. Parsons,
 Catherine F. Phelan,
 Blanche E. Ross,
 Lillian L. Sargent,
 Catherine T. Shanghnessy,
 C. Margaret Shine,
 Bertha A. Smith,
 Martha A. Spaulding,
 Eva E. Swanton,
 Sadie M. Urquhart,
 Alice M. Webber,
 Fannie M. Whipple,
 Annie E. White,
 Bertha L. Zoller.

BIGELOW SCHOOL.

Boys.

David M. Baldwin,
 Edward J. Bernhard,
 Frank J. Bertsch,
 James A. Burns,
 John J. Cassidy,
 George H. Chapman,
 William P. Colpoys,
 William M. Connors,
 John F. Coughlin,
 John P. Delaney,
 James T. Donovan,
 Joseph L. Downey,
 William J. Dwyer,
 Frank J. Dyer,
 Richard J. Fitzgerald,
 William J. Furlong,
 Augustine J. Haley,

James J. Hoban,
 John J. Holland,
 Joseph T. Hurley,
 Irving E. Jones,
 Thomas F. Kelly,
 Andrew H. Lane,
 Cyrus C. Lewis,
 Alexander S. Levis,
 Louis N. Linton,
 Edwin H. McCalmon,
 Frank H. McCalmon,
 William C. McDermott,
 Arthur L. McKee,
 John J. McKinnon,
 Walter E. McVey,
 John W. Moore,
 Robert J. Moore,
 Charles G. Moffit,
 Lisle T. Murphy,
 Charles H. O'Connor,
 Joseph F. O'Neil,
 William J. O'Neil,
 Albert D. Prue,
 Dennis L. Reagan,
 Frederick O. Reed,
 Alfred F. Rowell,
 J. Edward Russell,
 Alexander J. Scholtes,
 Cornelius V. Sullivan,
 Thomas J. Toomey,
 Louis J. Walsh,
 William H. Winters.

BOWDITCH SCHOOL.

Girls.

Bessie R. Brebner,
 Ellen M. Cronin,
 Elizabeth G. Cunningham,
 Emma D. Curtis,
 Nellie G. Dolan,
 Mabel J. Earle,
 Gertrude M. English,
 Almyra Forbes,

Annie L. Greene,
 Annie S. Haxton,
 Alice J. Kimball,
 Anna A. Lambert,
 Erna L. Lammers,
 Jennie C. Lawler,
 Elsa J. Listemann,
 Agnes Malsch,
 Eugénie A. Margot,
 Effie F. Marison,
 Margaret M. Masterton,
 Jessie A. McKay,
 Nellie McMorrow,
 Mary A. Moffit,
 Mary M. Moy,
 Edith W. Nelson,
 Lillie M. Orford,
 May T. Orford,
 Mabyn Pearse,
 Alice L. Reed,
 Annie J. Ruecker,
 Elida J. Simming,
 Louise R. Staab,
 Jessie L. Stearns,
 Elizabeth M. Strasser,
 Edith C. Stuke,
 Florence Wallace,
 Ellen Ward,
 Clara Woodall.

BOWDOIN SCHOOL.

Girls.

Lutheria S. Bogdasarian,
 Elisabeth F. Bowen,
 Addibelle Bradbury,
 Alice H. Burrell,
 Agnes E. Carpenter,
 Edna A. Clark,
 Helen A. Daly,
 Eleanor J. Dillworth,
 Jane M. Dwier,
 Caroline L. Goodwin,
 Margaret A. Gray,

Lois R. Groves,
 Mary E. Hagerty,
 Ida Hermann,
 Louise M. Hoctor,
 Gertrude M. Kendall,
 Eva Levine,
 Ethel Lindgreen,
 Catherine R. McKenna,
 Lillian I. Miner,
 Annie L. Moses,
 Ula L. Murray,
 Elizabeth M. O'Donnell,
 Bertha A. Putney,
 Edith M. Randall,
 Josephine M. Reddick,
 Alma E. Reed,
 Mabel L. Rich,
 Edna S. Simonds,
 Kate M. Teele,
 Augusta Weiss.

BRIMMER SCHOOL.

Boys.

Mark Abrams,
 Ernest A. Alexander,
 Joseph Ascher,
 John J. Attridge,
 Bernard Auerbach,
 Matthew D. Benzaquin,
 James F. Bowen,
 J. Bernard Brazier,
 Hyman B. Finer,
 John J. Gillis,
 Jaye D. Greene,
 Arnold Hartman,
 R. Anton Heindl,
 Frederick P. J. Irish,
 John E. Irish,
 M. Wallace Jenkins,
 Louis L. Jones,
 Thomas F. Kenney,
 E. Maurice Levy,

Hugh A. McBreen,
 T. Daniel McCarthy,
 Daniel F. McElwain,
 Edward J. Moroney,
 Charles P. O'Sullivan,
 Frank O. Otto,
 Antonio A. Pastorelli,
 Harold M. Pickering,
 William Robertson,
 Samuel F. Rosnosky,
 Fred Rounsefell,
 Frank A. Ryan,
 Charles L. Sullivan,
 Augustus B. Taylor,
 J. Albert Tucker,
 Maurice P. O. Tyrode,
 John J. Woodis.

BUNKER HILL SCHOOL.

Boys.

John L. Carven,
 Daniel F. Connolly,
 Andrew F. Donnell,
 John L. Flanagan,
 Robert H. Gallagher,
 Coleman P. Gill,
 Ernest T. Gray,
 John P. Green,
 Charles H. Holbrook,
 Bishop Johnson,
 William G. Killilea,
 Richard B. Kyle,
 Richard Lamb,
 Archie G. Libby,
 John F. McBride,
 Frank E. McNulty,
 Jeremiah F. O'Leary,
 James F. Ormond,
 William F. Reardon,
 John J. Ryan,
 Ellsworth F. White,
 Harry T. Wright.

Girls.

Grace M. Austin,
 Elizabeth A. Bailey,
 Lillian B. Bowman,
 Mary E. Bradfield,
 Leola H. Chamberlain,
 Mary M. Church,
 Hannah A. Desmond,
 Mary E. Flanagan,
 Ivia T. Fletcher,
 Etta A. Frazier,
 Josephine L. Harrington,
 Mary B. Horrihan,
 Effie C. Johnston,
 Ellen J. Kelley,
 Jennie A. Leary,
 Minnie H. Lovering,
 Mary A. Mahoney,
 Bertha P. Milliken,
 Annie F. Murphy,
 Ellen M. Murphy,
 Katherine Shea,
 Mary J. Spengler,
 Mabel J. Sutton,
 Katherine F. White.

CHAPMAN SCHOOL.

Boys.

Frank L. Baxter,
 William J. Brooks,
 Laurence F. Cook,
 J. Alfred Dolben,
 Howard A. Dowe,
 Stanley W. Flinn,
 Edward J. Glynn,
 William G. Harrington,
 John H. King, Jr.,
 Clarence W. Laskey,
 Aubrey B. Lavers,
 Brenton B. Lavers,
 Pearl L. Norton,
 Frederick A. Pease,
 John J. Sloane,

Arthur H. Stodder,
 George E. Stonehouse,
 Eugene Walker.

Girls.

Clara H. Allen,
 Eleanor H. Allen,
 Mabel K. Baker,
 Frances B. Belyea,
 Hattie N. Bennett,
 Mary E. G. Butler,
 Bertha M. Clark,
 Bertha E. Cottam,
 Mary F. Cross,
 Mary C. Farwell,
 Cora M. Good,
 Bertha M. Greene,
 Edith L. Harding,
 Jane A. Hay,
 Josephine G. Hooper,
 Margarette L. Ivers,
 Abigail E. James,
 Maud J. Keyes,
 Beulah A. Knowles,
 Florenee M. Martin,
 Helen M. McDougall,
 Gertrude E. McKenzie,
 Mary L. Miller,
 Graee M. Plummer,
 Elizabeth N. Rood,
 Helen G. Russell,
 Mary S. Ryder,
 Josephine A. Story,
 Frankie E. Sullivan,
 C. Helen Vanderhoof,
 Florence W. Wood.

CHARLES SUMNER SCHOOL.

Boys.

Conrad Adami,
 Edward B. Anthony,
 Frank B. Bean,
 Howard B. Clisham,

Edward F. Coughlin,
 Frederick G. Fish,
 Henry E. Greenlaw,
 James A. Hartigan,
 Jeremiah F. Hartigan,
 Luther A. Hodgdon,
 William B. Hunter,
 Thomas C. Jennings,
 James A. Kent, Jr.,
 Percy F. Lannon,
 Stephen J. Lent,
 Charles D. Locke,
 Albert L. Mackenzie,
 Frank P. H. Maguire,
 Osswell F. Mann,
 John Manning,
 C. Edward Mayo,
 C. Edward Muller,
 Arthur J. Rydstrom,
 Eugene Schwender,
 Thomas Smith,
 Charles F. Sullivan,
 Martin J. Travers,
 Fritz G. Uriot,
 George F. Wagner,
 Roger B. Williams.

Girls.

A. Nester Bankart,
 Amelia A. Bauch,
 Lillian A. Blackwood,
 Julia Buckley,
 Nellie Campbell,
 Agnes E. Chellman,
 Annie M. Coughlin,
 Catherine L. Curley,
 Clara E. Durbeck,
 Mattie W. Eldridge,
 Marie C. Epple,
 Florence G. Fallon,
 Wilhelmina E. Fowler,
 Bessie M. Freeman,
 Eleanor B. Jamison,
 Josephine G. Lally,

Agnes L. Lawson,
 Minnie L. Marks,
 Nettie A. Marks,
 Annie E. McGovern,
 Mary A. McKinlay,
 Ethel J. Mouroe,
 Evelyn F. Murphy,
 Rosa M. Nicholson,
 Mabel E. Oehs,
 Julia S. Ofinger,
 Clara J. Olsson,
 Edith M. de Ovies,
 Stella M. Parker,
 Ida L. Peterson,
 Adeline Prand,
 Ethel L. Raasch,
 Lena R. Richardson,
 Rachel F. Riley,
 Charlotte E. Roemer,
 Morgie A. Smith,
 Henrietta M. Staton,
 Emma A. Strobl,
 Ethelyn A. Townsend,
 Mary G. Travers.

COMINS SCHOOL.

Boys.

John H. Burns,
 Daniel J. Carnes,
 John C. Carr,
 Thomas F. Crahan,
 Joseph H. Crafey,
 Michael T. Dempsey,
 Bernard J. Dooley,
 Thomas J. Fitzgerald,
 Maurice A. Frank,
 James J. Hynes,
 William J. Keily,
 Edward F. Kelleher,
 Timothy F. Murphy,
 Frederick J. Noonan,
 Arthur F. Paul,
 Russell F. Perkins,

Albert E. Pidgeon,
 Charles H. Smith,
 Charles A. Stokinger,
 George A. Weener,
 Frederick T. Wort,
 August C. Zielfelder.

Girls.

Adelaide F. Comington,
 Annie T. Carnes,
 Selena H. Carroll,
 Florence A. Corbett,
 Mary G. Curtis,
 Wilhelmina Dashuck,
 Elizabeth Devney,
 Annie M. Engewald,
 Lillian E. Ethier,
 Margaret E. Fay,
 Martha G. Gately,
 Elizabeth R. Gleason,
 Emma G. Goodman,
 Ida M. Kirk,
 Sarah J. Kitson,
 Bessie A. Lockwood,
 Agnes T. Marr,
 Mary E. Murphy,
 Mary E. Morton,
 Ella J. Mills,
 Lucy J. Meehan,
 Mary E. Quigley,
 Helen L. Slater,
 Florence V. Sterne,
 Susie F. Tirrell.

DEARBORN SCHOOL.

Boys.

Thomas W. Casey,
 George A. Gately,
 George H. Holmes,
 John J. Kelley,
 Charles F. Lander,
 Michael E. McCarthy,
 Robert C. A. Murphy,

Arthur L. Myers,
 M. Henry J. Rooney,
 Frederick W. Russell,
 Joseph O. Severance, Jr.,
 William H. Sharkey,
 Joseph W. Shay,
 John F. Stevens,
 James A. Sullivan,
 John J. Tarpy,
 Arthur M. Weil.

Girls.

Lillian A. Angier,
 Emma J. V. Beals,
 Carrie M. A. Bertsch,
 Grace G. Brooke,
 Bridget T. Burton,
 Ethel M. Clark,
 Winifred C. Curley,
 Lizzie R. Drury,
 Mary I. F. Farrell,
 Ruth C. Ferrin,
 Mary M. Glynn,
 Annie J. Gorham,
 Hannah F. Hemping,
 Katharine G. Keefe,
 Lottie L. Kuhns,
 Jeanette M. Marshall,
 Annie E. Murphy,
 Frances M. Norton,
 Mary A. Purtell,
 Lizzie F. Regan,
 Florence M. Robinson,
 Mary G. Teahan,
 Ella M. Tisdale,
 Etta M. Treat.

DILLAWAY SCHOOL.

Girls.

Grace F. Ansart,
 Grace G. Bailey,
 Alice G. Bartlett,
 Lucy C. Batterman,
 Orah Bishop,

Cecilia F. Brawley,
 Carolyn O. Butler,
 Grace E. Butler,
 Ethel M. Cahill,
 Harriet A. Craft,
 Maud L. Dayton,
 Laura De Graee,
 Ethel M. Doney,
 Freda C. Eichorn,
 Catherine Eyes,
 Grace E. Fall,
 Elizabeth M. Finneran,
 Elizabeth Fitzgerald,
 Agnes Foster,
 Ethel E. Graham,
 Emma L. Grinnell,
 Idella L. Hamlin,
 Sarah Hillson,
 Florence H. Howe,
 Ellen Kelly,
 Lillian Kuhns,
 Elizabeth T. Lavey,
 Edith C. Libby,
 Jennie F. Libby,
 Harriet Lilienstern,
 Mary L. Logue,
 Georgina B. MacNutt,
 Maud F. Manchester,
 Mary G. McCraith,
 Mabel G. McLaughlin,
 May McLeod,
 Anna Neugebauer,
 Phoebe Papenhausen,
 Mildred E. Peasley,
 A. Pearce Sampson,
 Augusta Sanger,
 Ida M. Sanson,
 Agnes M. Schayer,
 Ethel Simpson,
 Mary A. Smith,
 Elizabeth M. Stock,
 Ava M. Stoddard,
 Marion O. Whitcomb,
 Ellen G. Williams

DUDLEY SCHOOL.

Boys.

Max A. Adams,
 Leon G. Ayer,
 Chandler O. Barry,
 Alva C. Bourne,
 Martin S. Broderick,
 Charles P. Bullard,
 Archibald L. Cameron,
 James L. Carroll,
 George H. Chelius,
 William J. Coughlan,
 Joseph J. Crane,
 Eugene P. Cruff,
 Frederick J. Dempsey,
 John F. Dever, Jr.,
 Forrest P. Dexter,
 Robert C. Dickinson, Jr.,
 George F. Dodge,
 Robert H. Elkins,
 Arthur B. Ellenwood,
 Joseph A. Ells,
 John Fleming,
 John F. Heggie,
 Henry B. Hill,
 Frederick L. Holland,
 Thomas G. Houghton,
 Harry T. Jackson,
 Charles E. Kimball,
 George J. Kutz,
 Edward E. Mahoney,
 Henry J. McBarron,
 Edward H. McDermott,
 Frank H. Mulloney,
 Robert E. Murray,
 Frank L. Naylor,
 John F. O'Brien,
 James E. Regan, Jr.,
 Earle H. Rosemere,
 Frederick W. Schenk,
 James M. Sheridan,
 Harry G. Sherman,
 Charles H. Shrievs,

Leon E. E. Starkey,
Homer Stockbridge,
John W. Tilt,
Ernest J. Walker.

DWIGHT SCHOOL.

Boys.

Philip A. Barry,
Frederick W. Bartlett,
Samuel Basch,
Lester M. Beckhard,
Albert O. Bell,
Richard St. Croix Beyer,
Harold V. Bridgman,
William S. Buker,
Ralph W. Burleigh,
Isidore Buxbaum,
Clarence E. Colby,
Harry V. Doherty,
Albert S. Fitzgerald,
Charles F. Flynn,
George A. Flynn,
Benjamin Freedman,
Samuel Freeman,
George C. Gott,
Daniel Grishaver,
John S. Higgins,
Ralph H. Howe,
Irving F. Hunt,
Charles S. Jacobs,
Charles H. Kurtz,
James F. Loughman,
Henry H. Lynch,
Dwight C. Martin,
Joseph B. Meader,
George F. Munroe,
David J. Murphy,
Van I. Nettleton,
Julius E. Ober,
Harold S. Paul,
Clarence S. Pond,
Henry F. Rayner,
George R. Roberts,

Edward F. Ruddy,
David J. Ryan,
Arthur L. Salisbury,
David Seamon,
Francis H. Sheehan,
John A. Sheils,
Harry Smarkowetz,
Wilbur H. Snow,
Frederick W. Swain,
Wilson W. Swan,
Willard C. Tannatt, Jr.,
John E. Timson,
Malcolm C. Warner,
William K. Welsh,
Albert A. Wessling.

EDWARD EVERETT.

Boys.

Harry T. Beale,
Winfred I. Binford,
Robert V. Brown,
Thomas J. Clark,
Robert Cleaves,
Joseph H. Converse,
David H. Cowell,
Walter A. Dinsmore,
William T. Foley,
John M. Hayes,
J. Lester Heald,
Arthur W. Hersey,
Worthin H. Hubbard,
Ernest E. Jobling,
John F. Kempsey,
Daniel J. Lynch,
Benjamin E. McKechnie,
Alexander Murphy,
Harding Packard,
Homer D. Plumley,
Burton C. Royce,
Frank Scott,
William H. Segur,
Willie Shipp,
William M. Tuttle,

William P. Wallace,
William J. Wherty.

Girls.

Alice J. Andrews,
Alice M. Besarick,
Bessie D. Birnbaum,
Eliza Buehan,
Bessie C. Clare,
Edith N. Connor,
Bernice Davis,
Florence A. Foster,
Frances I. Gallier,
Norah J. Hamilton,
Mary G. Harrison,
Mary L. Hatch,
Graee H. Hill,
Mary L. Hoye,
Agnes G. Johnson,
Annie Lane,
Mabelle J. Learnard,
Edith D. Lee,
Elizabeth J. Perry,
Mabelle J. Read,
Wilma A. Russell,
Nora C. Shields,
Bertha L. Smith,
Florence E. Smith,
J. Evelyn Stark,
Nellie H. Tower,
Charlotte C. Wallace,
Florence Webb,
Annie M. Whipple.

ELIOT SCHOOL.

Boys.

Gerardo M. Balboni,
Gusty Benersani,
Samuel Bloom,
Alphonso Bruno,
Maurice L. Burnee,
Robert D. Burnett,
Eugene J. Callanan,

Victor Cohen,
Moses I. Dangel,
James W. Dixon,
Thomas H. Dixon,
Cornelius V. Donahue,
John H. Driscoll,
Antonio J. Garbarino,
Abraham Goldberg,
Moses M. Goldstein,
Frank A. Harrington,
Jonas Hoff,
Selig Jacobs,
Namion Karnow,
George W. Leussler,
Joseph M. Levenson,
Frank Leveroni,
Israel Lippa,
David Maneovitz,
John J. McDonough,
Michael F. McDonough,
William McDonough,
David J. McGah,
James F. McHugh,
John F. McKeon,
George J. Murray,
Louis A. Naiherseg,
Moses A. Penzanski,
William Penzanski,
Morris Romonoff,
Aaron Schwartz,
Robert E. Sexton,
Frank T. Shipsey,
Abraham Silverman,
Albert B. Fopiano,
John E. Welch,
Moses H. Wolfson.

EMERSON SCHOOL.

Boys.

Arthur W. Bond,
Arthur J. Cochran,
Lauchlin Davis,
Joseph A. Doherty,

Byron O. Downing,
 Frank J. Dueloe,
 John H. Graham,
 Curtis Guild,
 Richard F. Johns,
 Frank D. Keough,
 Edwin F. Lufkin,
 Frank H. Lynch,
 William C. Magnire,
 Sydney McKay,
 Charles J. McLean,
 Edward A. McPherson,
 Henry J. Nolan,
 John J. O'Brien,
 Howard M. W. Phillips,
 William J. Riley,
 Charles D. Smith, Jr.,
 Louis J. Solari,
 Charles C. Swett,
 Andrew J. Twomey,
 W. Leo Whelpley.

Girls.

E. Belle Battis,
 Florence M. Bertram,
 Grace A. Bird,
 Mary M. G. Bradlee,
 Mary E. Brown,
 Cora M. Crosby,
 Edna A. Ellis,
 Eva M. Ellis,
 Maude Fowler,
 Mabel H. Innis,
 Sarah B. James,
 Mary I. P. Johnson,
 Catherine E. Joyce,
 Margaret M. A. Kennedy,
 Cordelia M. Kimball,
 Mary F. Langan,
 Mary E. Lyons,
 Anna Meyer,
 Theresa Peterson,
 Rose E. Riley,
 Katharine M. L. Sheffield,

Gertrude M. Sias,
 Florence M. Smith.

EVERETT SCHOOL.

Girls.

Rosalie Y. Abbot,
 Elsie F. Adams,
 Mary E. Ambrose,
 Adela M. Baker,
 Beatrice M. Banfield,
 Ruth M. Bourne,
 Lillian J. Boyle,
 Ethel A. Breed,
 Sarah E. Breslin,
 Grace G. Brown,
 Gertrude F. Buckley,
 Adelaide E. Burke,
 Mary G. Cahill,
 Frances E. Cawley,
 Pauline Chaloff,
 Edna E. Church,
 Isabelle R. Clark,
 Gertrude Y. Cliff,
 Lillian Collins,
 Katherine G. Conley,
 Annie V. Curley,
 C. Maud Devine,
 Henrietta Eichler,
 Grace J. Emery,
 Mabel M. Evans,
 Elizabeth R. Farrell,
 Grace H. Fernald,
 Isabella I. Gerraughty,
 Mabel F. Gerrish,
 Annie R. Gibbons,
 Esther H. Handfield,
 Martha W. Haskins,
 Ellen G. Hern,
 Elizabeth P. Hilliard,
 Amy S. Higgins,
 Annie A. Hodges,
 Margaret Hodges,
 Blanche M. Jaques.

Lottie H. Jenkins,
 Flora M. Kalesky,
 Katharine C. Kelley,
 Emma V. Kennedy,
 Rosa Klous,
 Sophie A. Langlois,
 Blanche L. Levy,
 Mary E. Lordan,
 Mary C. Mahoney,
 Lida C. Mansfield,
 J. Louise Mareley,
 Adeline Massé,
 Elizabeth F. McCormack
 Annie McIntire,
 Julia M. Merrick,
 Lizzie B. Moore,
 Jessie A. Morse,
 Annie C. Moynihan,
 Mary E. Murphy,
 Florence M. Sargent,
 Nina F. Saunders,
 Fannie Schloss,
 Lorrie J. Sharman,
 Mabelle P. Siske,
 Florence M. Slutzki,
 Erina R. Smith,
 Jessie Spring,
 Mabel D. Stewart,
 Blanche L. Swadkins,
 A. Rosamund Tyler,
 Hannah Todtman,
 Cora L. Verney,
 Gertrude S. Waldron,
 Coila D. Walsh,
 Lena A. Walsh,
 Mabel Wentworth,
 Alice M. Williams,
 Carrie A. Wyzanski.

FRANKLIN SCHOOL.

Girls.

Frances H. Barrett,
 Lura Marion Bent,

Margaret E. Brady,
 Ethel Brigham,
 Mary C. Brine,
 Beatrice E. Brittain,
 Elinor E. Butler,
 Harriet M. Campbell,
 Lydia M. Cherry,
 Alice S. Cifre,
 Grace E. Clear,
 Josephine R. Coleman,
 Bertha C. Cook,
 Elizabeth A. Cusick,
 Margaret C. B. Daly,
 Gertrude G. Fitzpatrick,
 Blanche I. Goell,
 Blanche Gormley,
 Letty F. Grant,
 Bessie E. Hale,
 Mabel E. Higgins,
 Margaret E. Hurley,
 Kathryn C. Kilroy,
 Martha Klatschken,
 Flora C. Leighton,
 Mabel L. Loker,
 Annie E. Maguire,
 Lena A. McCarthy,
 Mary E. Murray,
 Mary A. O'Brien,
 Margaret C. Pitt,
 Jessie Potter,
 Anna L. Ryan,
 Mary E. Ryan,
 Milly M. Sexaner,
 Henrietta H. Thornton,
 Sarah M. Watson,
 Annie Weiss.

FROTHINGHAM SCHOOL.

Boys.

Ernest T. Breuholz,
 John H. Cook,
 Francis W. Donovan,

Theodore A. Finn,
 Joseph J. Fitzgerald,
 Charles F. Goodson,
 Oscar L. Hanly,
 Lewis P. Hill,
 Francis S. Jarvis, Jr.,
 Richard J. Kennedy,
 Eugene F. McCarthy,
 James M. McNulty,
 Edward E. Moore,
 Daniel J. O'Neil,
 Peter J. O'Neil,
 William M. Sullivan,
 Thomas W. Tierney,
 John W. Wadleigh,

Girls.

Elizabeth G. Amann,
 May A. Blake,
 Clara L. Bowler,
 Mary H. Bradley,
 Frances M. Coffey,
 Mary B. Crowley,
 Alice L. Curtis,
 Agnes Dolan,
 Elizabeth V. Doyle,
 Catherine F. Flynn,
 Lawetta F. Griffin,
 Gertrude M. Horrigan,
 Auna E. Lailer,
 Charlotte S. Lynch,
 Mary V. Magnire,
 Margaret V. McManus,
 Amy E. Nason,
 Ellen F. Neagle,
 Margaret G. O'Hayer,
 Helen W. O'Keefe,
 Mary G. Regan,
 Sarah C. Roberts,
 Abigail L. Sullivan,
 Margaret E. Sullivan,
 Annie E. Swift,
 Agnes G. Tierney.

GASTON SCHOOL.

Girls.

Louisa Bailey,
 Edith A. Beckler,
 Emily E. Belmont,
 Annie Bentley,
 Lucy I. Bertram,
 May E. Best,
 Mabel A. Burgess,
 Nellie M. Collins,
 Mary M. Daly,
 Edna A. Floyd,
 Mary M. Forbes,
 Violet S. French,
 Annie J. Hanley,
 Eva H. Hind,
 Adelaide C. Johnson,
 Edith M. Johnson,
 Myrtle M. C. Linkletter,
 Ethel Lovis,
 Mary E. F. Lucas,
 Josephine A. McKenna,
 Mary R. McNamara,
 Grace L. McVey,
 Hattie M. Miller,
 Julia A. O'Brien,
 Sybil A. Park,
 Josephine D. Perry,
 Bertha L. Robbins,
 Hazel L. Robbins,
 Martha E. J. Sharpe,
 Annie G. E. Shay,
 Effie M. Smith,
 Fannie M. Stinson,
 Grace R. Stockwell,
 M. Theresa Sullivan,
 Margaret Taylor,
 Mary Taylor,
 Lillias M. Thomson,
 Maude M. Thuresson,
 Louise M. Tobin,
 Annie E. Walsh,
 Alice G. Ward,

Blanche A. Whitney,
 Grace Williams,
 Ida M. Wood,
 Ada M. Woodman.

GEORGE PUTNAM SCHOOL.

Boys.

Harry H. Bruns,
 James H. Butler,
 George H. Connor,
 J. Louis Dahl,
 Arthur C. Faxon,
 Robert J. Richardson,
 Edward Seaver.

Girls.

Rosamond Amos,
 Grace W. Austin,
 Nellie C. Backup,
 Athelston Brandt,
 Grace M. Cutting,
 Irma Friedman,
 Hannah B. Johnson,
 M. Lilian Johnson,
 Annie T. Powderly,
 Ethel M. Sargent,
 Rosie M. Spenceley,
 Kathleen M. Tautphaus,
 Mary B. Tauthphaus,
 Mabel L. Trask,
 Louise F. Williams.

GIBSON SCHOOL.

Boys.

Sidney F. Adams,
 William R. Bacon,
 Ralph P. Brown,
 David C. Chittenden,
 James F. Costello,
 James S. Cruickshank,
 Hugh E. Duffy,
 Kenneth S. Duncan,

Ernest T. Hendrie,
 Ralph B. Loring,
 William H. Marden,
 Harry A. McKenzie,
 Thomas B. McLaughlin,
 Herbert L. Ray,
 William L. Reardon,
 E. Minot Talbot,
 Harold E. S. Tripp,
 Nathaniel L. Wallis.

Girls.

Jessie B. Bishop,
 Amy E. Boyd,
 Elsie J. Brown,
 Caroline H. Burgess,
 Susan J. Chambers,
 Thérèse Clarke,
 Louisa E. Cox,
 Mabel A. Curley,
 Mary J. Donahue,
 Etta I. Duncklee,
 Anastasia Gallison,
 Etta Gallison,
 Mabel Gleason,
 Hester H. Houston,
 Theresa A. Kelly,
 Ethel M. Lothrop,
 Agnes G. Meade,
 Gertrude A. Metzger,
 Mary W. Mullin,
 Lena A. Norris,
 Margaret C. Power,
 Anna L. Schmehl,
 Ethel L. Squire,
 Alice Williams.

HANCOCK SCHOOL.

Girls.

Louise M. Anthony,
 Mary T. Arata,
 Annie F. Bonython,
 Mary A. H. Boudrot,

Sophia C. Burgess,
 Jennie C. Cohen,
 Mary Cohen,
 Annie A. Coughlan,
 Mary J. D'Avellar,
 Emma Denker,
 Mary U. Doherty,
 Catherine J. Fardy,
 Mary M. Farren,
 Gertrude L. Fitzgerald,
 Annie Fleischer,
 Ida Goldberg,
 Louise F. Granara,
 Amelia S. Lagorio,
 Mary R. Lavezzo,
 Annie I. Levenson,
 Sarah F. McMurry,
 Elizabeth E. C. Meehan,
 Daisy M. Munro,
 Katherine P. M. Murphy,
 Mary A. Peterson,
 Florence E. Price,
 Catherine L. Shannon,
 Anna C. Warszafsky.

HARRIS SCHOOL.

Boys.

Edward W. Berrigan,
 George G. Blackmer,
 Gilbert L. Cutter,
 Michael W. Feeley,
 Paul H. Foster,
 John T. Ganley,
 John J. Gilhooley,
 Thomas E. Hanlon,
 William L. McMorrow,
 William C. Murdock,
 Clifford L. Phillips,
 Charles H. Pike,
 Albert W. Salles,
 Walter D. Smith,
 Harry L. Strand,
 Eugene A. Vickery,

Ernest B. Watson,
 Austin C. Wood.

Girls.

Eleanor P. Anderson,
 Mary F. Boyle,
 E. Deane Brown,
 E. Louise Carr,
 Bessie M. Carter,
 Louise A. Carven,
 Elizabeth D. Cuddihy,
 Nellie L. Dannahy,
 Fannie Fisher,
 Marion A. Howe,
 Mabel M. Jenness,
 Sarah L. Lynch,
 Clara A. Malloch,
 Grace L. Malloch,
 Mary T. McLaughlin,
 Harriet E. Nute,
 Minnie M. Pike,
 Katherine V. Rowe,
 Amy E. Shaw,
 Kate B. Shaw,
 Lillie M. Smith,
 Alice R. Spear,
 Grace M. Spencer,
 Frances C. Weymouth.

HARVARD SCHOOL.

Boys.

J. Frank Bartlett,
 William E. Carney,
 Merritt A. Coates,
 John M. Crawford,
 John P. Croddy,
 George H. Donovan,
 Daniel J. Harrigan,
 Frank A. Hewes, Jr.,
 Fred W. Hunter,
 James J. Kelly,
 Alfred A. Mahoney,
 Frank Mahoney,

John J. McCarthy,
 John F. McCormick,
 James J. Mc Fague,
 John F. McTiernan,
 James M. Murdock,
 Thomas E. L. Nolan,
 Harvey E. Paul, Jr.,
 Harry A. Putnam,
 Charles L. Rich,
 Chester G. Sawyer,
 Edward P. Smith,
 Fred E. Smith,
 John F. Sullivan,
 J. Frederick Tomfohrde.

Girls.

Lottie M. Arras,
 Jennie L. Carey,
 Mary V. Crogan,
 Aliee M. Davis,
 Frances C. Doherty,
 Katie A. Doherty,
 Elizabeth T. Garrity,
 Catherine C. Gee,
 Addie M. Ham,
 Margaret V. Harty,
 Eva E. Hathaway,
 Margaret A. Joyce,
 Mary E. Nelson,
 Elizabeth G. O'Brien,
 Sadie R. O'Brien,
 Margaret T. Phalan,
 L. Mabel Smith,
 Alice L. Sullivan,
 Catherine A. Sullivan,
 Ellen M. Sullivan.

HENRY L. PIERCE SCHOOL.*Boys.*

William A. Anthony,
 G. Robert Barney,
 Walter S. Berry,
 Charles E. Blanchard,
 Edward F. Brennan,

Ernest M. Chaffee,
 Arthur M. Chase,
 Franklin E. Clark,
 Alfred W. Collicott,
 Francis Corbett,
 Hugh J. Cormack,
 William J. Cormack,
 Arthur B. Crooker,
 William B. Curran,
 J. Frank Dahl,
 Walter A. Dickey,
 F. Albert Gardner,
 William H. Geller,
 Donald J. Gillespie,
 William F. Haddock,
 Leopold S. Hamburger,
 George Hayes,
 George W. Hinckley,
 Frederic F. Hinsman,
 Harry P. Hopkins,
 James T. Houghton,
 Charles W. Howe,
 Edward W. C. Jackson,
 Edward J. Judd,
 Thomas W. Kennedy,
 Francis R. Kilpatrick,
 George Lent,
 Herbert E. Love,
 James L. Maclary,
 John J. Mahoney,
 Herbert L. Marshall,
 Herbert O. McDowell,
 George M. Morris,
 Wesley W. Morse,
 James F. Murphy,
 Timothy F. Murphy,
 Harry F. Pearsall,
 Paul F. Reid,
 Charles P. Tolman,
 Ernest L. Whitney,
 Clarence L. Williams,
 F. Dudley Willwerth,
 Frederick Woodward,
 Charles E. Young.

Girls.

Marie L. Bartlett,
 Jessie A. Batchelor,
 Edith O. Beale,
 Rose P. Bennett,
 Alice P. Bill,
 Edith K. Brown,
 Lena M. Cleaves,
 Annie F. Coggin,
 Aehsah DeLong,
 Lilla G. Doane,
 Nellie K. Eichorn,
 Annie E. Fisher,
 Bertha A. Garran,
 Gussie H. Gipson,
 Marion G. Hall,
 Ethel Hutchinson,
 Lucinda R. Kinsley,
 Grace L. Lapworth,
 M. Mabel Lent,
 Aline M. Manning,
 Serena B. McPhee,
 Flora A. Millard,
 Gertrude A. Morris,
 Alice G. Murrie,
 Mary L. O'Brien,
 Jennie M. Osgood,
 Bertha M. Paget,
 Betsey F. Potter,
 Georgie T. Rankin,
 Alice Ruggles,
 Elizabeth E. Schurman,
 Mary B. Souther,
 Lillian A. Stein,
 Mary E. Wilcox,
 Ella A. Wilde,
 Maud L. Young.

HUGH O'BRIEN SCHOOL.

Boys.

Arthur F. Baker,
 Walter F. Baker,

Augustine D. Brennan,
 William J. Clark,
 James E. Conlon,
 Joseph L. Connor,
 Joseph M. Connor,
 James W. Crosby,
 Edward J. Dunn,
 Robert F. Estabrook,
 Thomas W. Estabrook,
 Leo J. Fortier,
 Ernest C. Harris,
 Fred L. Hentz,
 T. Joseph Kelley,
 William L. Kelley,
 Daniel A. McCarthy,
 Frank V. McCarthy,
 Charles McKenzie,
 Michael J. Morris,
 Charles H. Pattee,
 Fred C. Pearson,
 Charles G. Pike,
 Charles H. Potter,
 James A. Reidy, Jr.,
 James J. Reynaud,
 William S. Rowe,
 Earl Seamman,
 Seymour B. Scott,
 Linwood D. Scriven,
 Harry C. Spencer,
 Francis R. Sullivan,
 Aaron R. Sutherland,
 Willis H. Washburn,
 William R. Zeigler.

Girls.

Christina E. Alexander,
 Catherine V. Baker,
 Lena P. Berry,
 Lillian Canavan,
 Annie B. Carey,
 Florene G. Carlin,
 Lottie I. Carter,
 Gertrude C. Colman,
 Josephine M. Cross,

Mabel L. Cuzner,
 Florence E. Engel,
 Edith W. Ferguson,
 Anna M. Gage,
 Alice M. Gillen,
 Josephine L. Gould,
 Mabelle Gunther,
 Adelaide H. Hanley,
 Mabel F. Jones,
 Josephine E. Kelly,
 Nellie I. Kimball,
 Theresa M. Lally,
 Mignon M. Lothian,
 Flora M. Maxwell,
 Alice M. McCarthy,
 Suselle B. McDonough,
 Clara Murray,
 Sarah L. O'Brien,
 Margaret E. O'Brien,
 Mary E. Parker,
 Florene G. Sampson,
 Mary B. Scott,
 Ella W. Simpson,
 Mabel H. Wales,
 Mary L. Wiggin,
 Sarah E. Woods,
 Edith D. Wright.

HYDE SCHOOL.

Girls.

Marrimetta M. Akins,
 Mary C. Allen,
 Teresa M. Armstrong,
 Sara J. Balam,
 Hannah G. Barrett,
 Helen M. Casey,
 Lucy A. Coleman,
 Lilian B. Costello,
 Frieda C. Deiss,
 Mary E. Dolan,
 Margaret F. Donavon,
 Gertrude W. Doyle,
 Katherine H. Doyle,

Lula J. Drake,
 Etta C. Ernst,
 Catherine Y. Farrell,
 Ada H. Feldman,
 Lillian A. Gately,
 Edith F. Gertz,
 Mertie E. Giles,
 Fannie G. Hall,
 Julia M. Harmon,
 Annie M. Hayward,
 Adrienne M. Ingenvoven,
 Eva A. Jenne,
 Mary E. Keefe,
 Annie B. Kenney,
 Sadie L. Larsen,
 Sadie L. Levy,
 Etta G. Mahoney,
 Marcia Milliken,
 Myrtle S. Mills,
 Katherine A. Murphy,
 Edith H. Neal,
 Elizabeth S. O'Neil,
 Jessie F. Paton,
 Eunice H. Pattee,
 Gertrude F. Pennie,
 Emily Rau,
 Anna E. Rogers,
 Fannie Rosenthal,
 Jennie S. Simpson,
 Lucy A. Smyth,
 Clara A. Staudenmayer,
 Joanna E. Sweeney,
 Laura B. Thompson,
 Jessie Tishler,
 Julia V. Walsh,
 Isabella Young.

JOHN A. ANDREW SCHOOL.

Boys.

Martin H. Concannon,
 William A. Connor,
 Elgin W. Cook,
 James P. Fogarty,

Francis J. McTernan,
 C. Francis Mills,
 Edward V. O'Neill,
 Albert J. Pabst,
 John J. Trainor,
 Francis P. Waldron.

Girls.

Lillian A. Bateman,
 Esther F. Bryan,
 Catherine B. Carruthers,
 Mary J. Chalmers,
 Elizabeth R. L. Crowley,
 Florence L. Daeey,
 Lillian E. Dolloph,
 Margaret A. Farley,
 Gertrude H. Freethy,
 Emma F. E. Gardner,
 Anna V. Gentner,
 Mary E. Gibson,
 Mary S. Gray,
 Mary E. Joyce,
 Mary L. Lennon,
 Lillian V. Luchini,
 Annie E. Mason,
 Mary T. J. Mealey,
 Gertrude E. Merrill,
 Bridget T. Nash,
 Jessie E. O'Neill,
 Annie E. G. Pearn,
 Helena F. Quinn,
 Etta J. Rand,
 Margaret E. A. Redding,
 Olive B. Smith,
 Susie W. Snow,
 Alice L. Tower,
 Mary A. Vossahlik,
 Margaret F. H. Walsh,
 Annie A. Whalen,
 Ida A. Zbrosky.

LAWRENCE SCHOOL.

Boys.

David Alexander,

Robert J. Ambrose,
 Thomas W. Ambrose,
 Patrick F. Barrett,
 Henry A. Barry,
 John F. Barry,
 William T. Boland,
 Thomas G. Breen,
 Edward J. Brougham,
 John T. Brown,
 Edward V. Bulger,
 William D. Burke,
 Martin A. Cady,
 Matthew J. Callahan,
 Charles F. Carey,
 William N. Carroll,
 William H. Clifford,
 Richard J. Clougherty,
 Robert M. Colbert,
 William J. Conley,
 James F. A. Cooney,
 Thomas A. Costello,
 Joseph J. Crowley,
 Peter J. Curley,
 Francis B. Dempsey,
 John Dempsey,
 Patrick J. Donovan,
 Francis J. Dunleavy,
 Thomas J. Dwyer,
 John C. Fannanske,
 Dennis M. Foley,
 John J. Gantley,
 Ira W. Garrett,
 James F. Griffin,
 Terence N. Griffin,
 Edward M. Halligan,
 Frank Handrahan,
 Patrick J. Hartnett,
 Daniel W. Hayes,
 Patrick A. Holland,
 Cornelius F. J. Howard,
 John E. Hurley,
 Michael L. Hurney,
 Francis W. Jago,
 Oscar Johnson,

Dennis J. Keohane,
 Joseph J. Kerin,
 Michael Kerrigan,
 Michael J. A. Lally,
 William J. F. Lane,
 John V. Ledwith,
 Thomas H. Linton,
 Edward N. Long,
 John F. Lyons,
 Thomas F. Mahoney,
 Robert A. I. Manning,
 George E. Mansfield,
 Martin L. Martin,
 John F. Mattfield,
 John F. McCarthy,
 Thomas McDevitt,
 Joseph V. McGuire,
 Charles F. McMahan,
 William McVey,
 Joseph P. Mealey,
 Daniel Morgan,
 Francis T. A. Moynihan,
 James J. Nee,
 Edward T. J. Noonan,
 Richard J. Noonan,
 Thomas O'Brien,
 John J. O'Connell,
 Charles H. O'Hara,
 John J. O'Hara,
 Edward P. O'Neill,
 Patrick J. O'Toole,
 James J. Pantuso,
 Joseph P. Plunkett,
 Seamon P. Robison,
 Louis F. Rowean,
 Henry F. Sheehan,
 Francis J. Sheema,
 Edward J. Sherlock,
 William Shortle,
 Joseph A. Smith,
 Patrick F. Taylor,
 Maurice Van Emden,
 Richard Wilcox.

LEWIS SCHOOL.

Boys.

Leander B. Abbott,
 Bertrand F. Ames,
 Thurlow H. Ames,
 Joseph P. Arnold,
 Wakeman C. Bell,
 C. Austin Betteley,
 David E. Bigelow,
 Avison K. Brown,
 E. Harold Buflinton,
 Patrick W. Carey,
 Daniel F. Carroll,
 Waldo E. Chapman,
 Merton W. Clement,
 Edward F. Coughlan,
 Frank C. Daly,
 William E. Dolan,
 Arthur F. Duffey,
 Frank P. Ellis,
 Edward W. Haddock,
 Percy C. Hall,
 William W. Hall,
 Charles S. Levy,
 William M. Lynsky,
 Robert M. Macintosh,
 Richman P. Margeson,
 Charles W. McDermott,
 Henry C. Morand,
 William E. Mumler,
 Frank A. Nagle,
 Arthur H. Patch,
 Herbert H. Richardson,
 Andrew R. Risem,
 Walter C. Rock,
 Edwin A. Stone,
 Herbert G. Sumner,
 George A. Torrey,
 Lonis B. Torrey,
 Robert A. Vesper,
 Fred E. Whalen.

Girls.

Emma Abraham,
 Maudie P. Allen,
 Mabel F. Anderson,
 Charlotte H. Andrews,
 A. Florence Beal,
 Madolin Bean,
 Edith F. Boyden,
 A. Louise Brady,
 Clara J. Brooks,
 A. Gertrude Buchanan,
 Flavia Clapp,
 Susie S. Clark,
 Josephine J. Conant,
 Florenee Crockett,
 Rebecca de Jongh,
 Lillian M. Dornbach,
 Ethel K. Drake,
 Alice P. Eaton,
 Ethel M. Elliott,
 Dora M. Freed,
 Carrie E. Fox,
 Edith C. Greenough,
 Irma Griffith,
 Amabel T. Harris,
 A. Maude Hebdon,
 Alice N. Henderson,
 Annie C. Hodges,
 Bessie S. Hoffman,
 Ethel J. Holway,
 M. Genevieve Howard,
 Nellie L. Humphrey,
 Louise C. Hunt,
 Harriet L. Jones,
 Agnes B. Lawson,
 Hattie Levy,
 Etta F. Lomasney,
 Helen W. McConnell,
 Anna T. McCormack,
 Louise M. McCullagh,
 Minna E. Miller,
 L. Maude Munroe,
 Lillian Pakulski,
 Ethel A. Patterson,

Alice W. Payson,
 Carrie A. Pembroke,
 Annie N. Pierce,
 Mabel E. Porter,
 Ethel M. Potter,
 Alice L. Rand,
 Katharine M. Richardson,
 Pearl V. Shipley,
 Minnie A. Silva,
 Julia C. Smith,
 Gertrude Stiles,
 Louise W. Streeter,
 Grace L. Sturtevant,
 Mary A. Sweeney,
 Josephine E. Trautman,
 Bessie F. Wiswell.

LINCOLN SCHOOL.

Boys.

Edward J. Barry,
 Walter R. Bastey,
 Patrick F. Burke,
 Francis J. Callahan,
 Henry T. Chandler,
 William J. Creighton,
 Francis E. Cronin,
 George W. Dalton,
 James C. Daly,
 George W. Evans,
 George J. Foster,
 John A. Gault,
 Daniel T. Horgan,
 William J. Humphrey,
 John W. Kaup,
 Charles O. King,
 Daniel A. Leary,
 Francis W. Martin,
 Edward J. McCarthy,
 Albert F. McCormack,
 Fred. V. McGinness,
 John H. McMurray,
 James W. McNamara,
 Michael E. J. Mulkern,

John L. Murphy,
 Robert J. Murphy,
 Bernard J. Norton,
 Frank W. Price,
 Albert B. Rose,
 George J. Shay,
 William J. Sheehan,
 Thomas A. Shepheard,
 Edward W. Swasey,
 Dennis L. Terry,
 Fred S. Twiss,
 William J. Walsh,
 James W. Waters.
 William J. Welsh,
 Charles E. Wescott.

LOWELL SCHOOL.

Boys.

Max Davidson,
 Frank Finn,
 Henry J. Fitz Simmons,
 Percy Graham,
 Fred A. Helfrich,
 Edward J. Killion,
 Robert A. H. Koerner,
 Francis P. Lynch,
 Archibald E. Maguire,
 John W. McLennan,
 Carl L. Mittell,
 Robert E. Newnham,
 Charles D. Peterson,
 John F. Prout,
 Victor G. Sammet,
 Thomas J. Sheahan,
 William E. Wagner,
 Arthur F. Whittem,
 Stanley H. Wise,
 Frederick W. Wood,
 George T. Worth.

Girls.

Amelia C. Bleiler,
 Gertrude M. Brady,

Sarah B. Cashion,
 Helen L. Childs,
 Agnes F. Curtis,
 Charlotte E. Drake,
 Amelia L. Drolet,
 Sara G. Edgerly,
 Eva M. Eich,
 Wilhelmina R. Ernst,
 Julia E. Finnerty,
 Sarah A. Fitz Simmons,
 Hermione A. Garvin,
 Alice J. R. Grabert,
 Lulu G. Greenleaf,
 Clara L. Gutermuth,
 Elizabeth M. Griffin,
 Mary F. Hartnett,
 Lulu C. Hayes,
 Elsa B. Heindl,
 Isabel A. Johnston,
 Lilyan H. Lake,
 Florence M. Mackinnon,
 Eugenie Metzger,
 Mary F. Montrose,
 Elsa W. Regestein,
 Lillie Sanderson,
 Florence A. Stone,
 Anna C. Sutherland,
 Aurelia M. M. Whelan,
 Annie M. White.

LYMAN SCHOOL.

Boys.

James W. G. Chaloner,
 William F. Crawford,
 Charles S. Croft,
 Joseph F. Crowley,
 Daniel M. Driscoll,
 Joseph A. Dundon,
 John J. Fitzgerald,
 Morris Goldenberg,
 Joseph J. Grady,
 Simon P. Hickey,
 A. Lloyd Holmes,

James H. Jordan,
 Frederick L. Kelly,
 John E. Maitland,
 Frederick W. Mareman,
 Logan McLean,
 Louis P. Nolan,
 John H. L. Noyes,
 Thomas A. O'Shea,
 Ranall W. Paquet,
 Thomas F. Phinney,
 C. William Rand,
 Donald C. Saunders,
 John Thompson,
 William J. Timmins,
 John A. Toomey,
 Edward J. Twomey,
 Louis L. C. Twomey,
 J. Arthur Wilson,
 Frank A. Wells.

Girls.

N. Gertrude Averill,
 Ida C. Bemis,
 Effie L. Burgess,
 Helena G. Conlin,
 Madeline B. Crowell,
 Lillian M. Dow,
 Ida E. Hofman,
 Lillian J. Humphrey,
 Bessie Maitland,
 Mary C. Muldoon,
 Charlotte Murdock,
 Fannie E. Poole,
 Elizabeth F. Ryan,
 Frieda B. Wiegand.

MARTIN SCHOOL.

Boys.

Ira J. Banash,
 Edward P. Connelly,
 Albert G. Demling,
 John H. Fecitt,
 John B. Gormley,

Pelham P. Hollis,
 Harry Jeffrey,
 John J. Keane,
 Robert E. Lee,
 Thomas P. Lohan,
 Charles Lohr,
 Frederick J. Slattery,
 Walter H. Somerville,
 Matthew A. Whalen,
 George P. Woodlock.

Girls.

Katherine Brack,
 Elizabeth C. Buckley,
 Sarah E. Connell,
 Emma Denzler,
 Mary C. Devine,
 Elizabeth C. Feid,
 Louise E. Fischer,
 Julia A. Kiernan,
 Mary L. Larkin,
 Theresa A. Murphy,
 Louise M. Rank,
 Gertrude Roberts,
 Blanche E. Robinson,
 Louise I. Shedd,
 Blanche A. Shortwell,
 Helena R. Solomon,
 Alice W. Stockwell,

MATHER SCHOOL.

Boys.

Marshall R. Abbott,
 Robert Adams,
 James P. Barlow,
 Peter J. Barry,
 Edward F. Bent,
 John A. Bent,
 Joseph A. Carey,
 Maurice A. Clancy,
 Clifford S. Conant,
 Daniel J. Crowley,
 Daniel T. Cunningham,

Matthew A. Desmond,
 Joseph A. Dobbyn,
 Maurice S. Fitzgerald,
 Thomas F. Ford,
 Oliver Hall,
 John J. Holloran,
 Edwin A. Knowlton,
 Herbert J. Lane,
 Harry P. Langtry,
 Charles S. Lawler,
 Clark R. Lincoln,
 Frederic L. Lombard,
 Terence B. McCormick,
 Alexander J. Michie,
 Michael T. Mullen,
 George F. Patterson,
 William F. Reilly,
 Harry W. M. Storer,
 William J. P. Sweeney,
 Emile F. J. Tolman.

Girls.

Angeline C. Bennett,
 Elizabeth G. Berigan,
 Lucy C. Brainerd,
 Annie J. Carew,
 Louise J. Carr,
 Winifred F. Casey,
 Sadie H. Chisholm,
 Mary G. Curry,
 Alice M. Dillon,
 F. Edna Dillon,
 Mabel G. Dimock,
 Kate T. Dorsey,
 Emma J. Fearing,
 Mary A. Finnegan
 Anna M. Grady,
 Edith J. Grush,
 Priseilla Hausman,
 Nellie S. Hooke,
 Ellen G. Kehoe,
 Mary A. Kelly,
 Julia G. Lordon,
 Delia D. MacDonald,

Abbie G. Macdonough,
 Mary L. Maguire,
 Elizabeth C. McCormack,
 Delia K. McGeever,
 Mary J. McNeil,
 Jennie S. Milne,
 Elizabeth I. Mulhern,
 Mary A. Murphy,
 Mary J. O'Brien,
 Catherine S. Parker,
 Alice M. Pinkham,
 Amy E. Rockett,
 Jennie A. Sheehan,
 Maude E. Smith,
 Lavinia E. Stewart,
 Mary H. L. Sullivan,
 Mary A. White.

MINOT SCHOOL.

Boys.

C. Warren Barry,
 John A. Brady,
 Alfred H. Brown,
 Walter F. Dacey,
 John F. Hurley,
 P. Henry Lordan,
 Malcolm H. McLellan,
 Edward F. McNally,
 James A. Mullare, Jr.,
 Henry S. T. Raymond,
 W. Warren Ruggles.

Girls.

F. Myrtle Clark,
 Lucy T. Cushing,
 Margaret C. Dacey,
 Anna A. French,
 Catherine R. Haley,
 Marion S. Hubbard,
 Annie C. Polson,
 Sarah J. Walker,
 Sadie I. Walsh,
 Alice G. White.

NORCROSS SCHOOL.

Girls.

Frieda A. Bardenhagen,
 Susan M. Barry,
 Annie L. Berg,
 Margaret A. Bryan,
 Gertrude E. Byrne,
 Teresa L. Carlin,
 Elizabeth G. Coleman,
 Elizabeth D. Conway,
 Jane J. Cussen,
 Mary A. Dalton,
 Margaret A. Daly,
 Isabella W. Davidson,
 Josephine I. Doherty,
 Ella G. Donovan,
 Helen A. Fenton,
 Mary T. Forster,
 Adelaide M. Hennessey,
 Elizabeth F. Kellea,
 Catherine V. Keyes,
 Bozena Lhotan,
 Mary A. Magner,
 Anna F. McLaughlin,
 Mary A. MeVey,
 Alice C. Morris,
 Julia V. Mullin,
 Mary F. Murphy,
 Teresa M. Prowse,
 Augusta E. Reynolds,
 Margaret E. Rourke,
 Agnes Sullivan,
 Mary K. Sullivan,
 Mary J. J. Trainor,
 Edith Virgo,
 Catherine P. Walsh.

PHILLIPS SCHOOL.

Boys.

Solomon Askowitz,
 Solomon Baker,
 George II. J. Brown,

Francis E. Burke,
 James H. Condon,
 Joseph A. Crowley,
 Joseph J. Dixon,
 William C. Dowling,
 Ernest T. Emery,
 John A. Gargan,
 Owen A. Harkins,
 Louis Hollander,
 Amos P. Jones,
 William D. A. Kelly,
 Charles L. Kimball,
 Marcus II. Livingston,
 Andrew L. Loftus,
 Maurice B. Lynch,
 J. Irvine Marshall,
 John B. Mason,
 Francis C. McGaragle,
 Edward T. J. McHugh,
 Patrick F. McNichols,
 Daniel T. O'Hayre,
 William Phelps,
 John H. Porter,
 Harry O. Reed,
 Herbert N. Ridgway,
 Alexander P. Robinson,
 William T. Robinson,
 Alexander I. Rorke,
 Frank T. Rush,
 Israel T. Still,
 William D. Storey,
 Henry L. Tafe,
 William R. R. Taylor,
 Willis Thornton,
 Louis Ticknor,
 Wesley D. White,
 John F. Wood,
 Arthur W. Woodlest.

PRESCOTT SCHOOL.

Boys.

James F. Barry,
 Thomas F. Brennan,

Otis H. Clark,
 Jeremiah J. Falvey,
 John W. C. Frazer,
 Fred W. Keyo,
 James R. Leonard,
 John H. McLeod,
 Alfred B. Morse,
 Joseph F. Murphy,
 William L. Murphy,
 William E. Nason,
 James M. Nelligan,
 Charles P. O'Flanagan,
 Frank A. Ross,
 William A. Thayer,

Girls.

Laura M. Allen,
 Mary E. Breen,
 Louise C. Brown,
 Edith M. Carey,
 Martha J. Conley,
 Katherine L. Cotter,
 Mary E. Coughlin,
 Mary E. Coveney,
 Mary J. Cullen,
 Georgina E. Davis,
 Agnes J. Fitzgerald,
 Mary A. Flynn,
 Amy G. Heffernan,
 Ellen L. Heffernan,
 Ellen F. Hennessey,
 Annie M. Hunter,
 Ella L. Johnson,
 Ellen C. Kelly,
 Emma J. Leaker,
 Wilhelmina C. Leim,
 Anna Martin,
 Margaret A. McCauley,
 Mary E. McInness,
 J. Josephine McLaughlin,
 Annie E. Morrow,
 Julia A. Murphy,
 Katherine E. Murphy,
 Catherine T. Quinlan,

Zelma E. Richards,
 Gertrude V. Rohan,
 Bertha M. Sheridan,
 Mary L. Sullivan,
 Augusta E. Swift,
 Angie E. Taylor,
 Sadie M. Thayer,
 Grace J. White,
 Minnie L. White,

PRINCE SCHOOL.

Boys.

Claude L. Allen,
 Mason A. Barlow,
 Robert C. Batchelder,
 Webster B. Beatty,
 Harold L. Bolton,
 Alfred W. Bowman,
 James Brown,
 René A. Burille,
 John F. Donahue,
 John E. Donnelly
 D. George Finnerty, Jr.
 William J. Follen,
 Frank Freeman,
 Henry L. Green,
 Arthur V. Harper,
 Chandler Hovey,
 Phineas Keith,
 L. Dixon Knight,
 Alfonzo S. Lattimore,
 Gordon A. Noyes,
 Walter A. Read,
 William G. Reilly,
 James A. Russell,
 S. Henry Skilton, Jr.
 William B. Smith, Jr.
 N. Ray Le M. Stiles,
 Herbert W. Vinal,
 Henry F. West.

Girls.

Florence B. Adams,
 Elizabeth M. Anthony,

May L. Baylis,
 Grace L. Carter,
 Amy B. Coulter,
 Helen I. Courtright,
 Llora R. Culver,
 M. Grace De Wolfe,
 Blanche O. Emery,
 Clara G. Finnerty,
 Lina Frankenstein,
 Marion M. Gage,
 Agnes H. Heywood,
 Carrie B. Higgins,
 Anna M. Hosford,
 Maud H. Hunt,
 Ruth B. Hunt,
 Bertha V. Ingersoll,
 Gertrude M. Keene,
 Marion C. Kelley,
 Edith M. Knight,
 Edith W. Lawrence,
 Musette Lovell,
 Louise D. Macarthy,
 Enid Merrill
 Lillian R. E. Pearson,
 Ethel H. Pendleton,
 Mary A. Pendleton,
 Grace W. Remmonds,
 Susan R. Risteen,
 Yvonne M. A. Sanborn,
 Lillian Shedd,
 Harryott C. Sullivan,
 Lillian G. Sullivan,
 Rosamond Swan,
 Gertrude M. Taylor,
 Marion A. Ternan,
 Ida L. Underhill,
 Gertrude C. L. Vasque,
 Ada D. Vinal,
 Blanche L. Wakefield,
 Sara A. Wason,
 Blanche Watson,
 Elizabeth C. Whelan,
 Edna C. White,
 Eva E. Whiting,

Lillian B. A. Williams,
 Marion Wood.

QUINCY SCHOOL.

Boys.

Gabriel Alexander,
 William Axe,
 John H. Bailey,
 Francis J. X. Barry,
 George M. Bauer,
 John H. Boodro,
 James J. Brennan,
 John J. Byrne,
 Antonio A. Capotosto,
 William H. Colbert,
 William R. Connell,
 William M. Crosby,
 Timothy W. Crowley,
 Walter F. Crowley,
 John J. Donahue,
 Daniel J. Driscoll,
 Thomas F. Duggan,
 William J. Fahey,
 Edward L. Fitzgerald,
 Hugh T. Gartland,
 Daniel J. Griffin,
 William S. Howell,
 James T. Janson,
 Martin J. Keenan,
 Samuel Levi,
 James H. Mahoney,
 Cornelius L. McCarthy,
 James H. Murphy,
 Joseph A. Noonan,
 Patrick L. O'Connor,
 Francis A. Pentoney,
 Daniel A. Shea,
 Samuel Singer,
 Walter C. Smith,
 James F. Wholey,
 W. George Woodward.

RICE SCHOOL.

Boys.

Frederick N. Benson,
 Percy D. Bishop,
 Duncan S. Blaikie,
 George A. Blair,
 Guy F. Bragdon,
 Floyd Brown,
 Frank E. Brown,
 C. Leo Christian,
 Stephen S. Conant,
 John J. Connelly,
 Francis H. Cook,
 Andrew F. Corcoran,
 Malcolm W. Cox,
 Jeremiah J. Cronin,
 D. Leo Dailey,
 Melvin Déan,
 Arthur D. Dennen,
 Morley K. Dunn,
 Stephen F. Dunn,
 John C. Fennelly,
 Louis Greenburg,
 Edward M. Hill,
 David Jacobs,
 J. Henry Lewis,
 Paul H. Linehan,
 Robert W. Littlefield,
 Thomas J. Lonergan,
 Andrew J. Lovelace,
 Miles T. Madison,
 Garrett L. Meenan,
 Thomas Moynihan,
 Frank M. Noonan,
 Carl P. Perkins,
 Louis J. Peyser,
 Ernest F. A. Place,
 Herbert A. Smith,
 Isaac G. Spitz,
 Harry E. Stafford,
 Delbert L. Webster,
 Robert E. Webster,
 Clifton H. Wheeler.

ROBERT G. SHAW SCHOOL.

Boys.

William S. Cassidy,
 Thomas M. Curley,
 John J. Flinn,
 Clinton A. Frothingham,
 Arthur M. Morrison,
 Patrick J. Osborne,
 George W. Ostberg,
 Harrison H. Parker,
 Anthony U. Peters,
 Philip Seaver.

Girls.

Mary G. Davis,
 Gertrude Duquet,
 Edith Fuller,
 Ethel M. Griffin,
 Annie F. Joyee,
 Annie C. Lynch,
 Mary E. Maloney,
 Ruth C. Meriam,
 Mary E. Mitchell,
 Leslie L. Morris,
 Elizabeth F. Noon,
 Elizabeth T. O'Brien,
 Isabel P. Reagh,
 Bertha J. Spear.

SHERWIN SCHOOL.

Boys.

Moses Berenson,
 Frederick Bieler,
 Alexander J. Blazer,
 Walter F. Blazer,
 Charles H. Brown,
 P. Joseph Coan,
 Henry Cohen,
 Willis H. Cole,
 Joseph L. Connell,
 John J. Connor,
 John J. Doherty.

Joseph A. Doherty,
 William H. Dooley,
 Gordon Dowd,
 Frederick C. Farquaharson,
 Harry L. Field,
 Charles F. Fletcher,
 Samuel Hamilton,
 William J. Harper,
 Guy C. Larcom,
 Frederic E. Lynch,
 Bergan A. MacKinnon,
 John H. McCabe,
 Thomas E. Neary,
 Maurice Nelson,
 John T. O'Day,
 John Paul,
 Leon Pollack,
 Michael J. Regan,
 John P. Seanlon,
 Harry Solomon,
 William M. Stutson,
 Timothy F. Sullivan,
 Frederick M. Tenney,
 John J. Tillmon,
 Ralph M. Thompson,
 Eugene Vandenkerckhoven,
 William M. Watson,
 Robert F. Wanl,
 Peter A. Welsh,
 Frank W. Wood,
 Robert E. Winn.

SHURTLEFF SCHOOL.

Girls.

Jennie E. Anderson,
 Florence H. Banfield,
 Florence E. Bispham,
 Grace L. Blaney,
 Estelle Boyle,
 Katherine F. Bresnam,
 Josephine M. Connors,
 Mary T. Connors,

Mary E. Corcoran,
 Anna L. Dempsey,
 Mabel E. Dudley,
 Agnes R. Elliott,
 Catherine M. Farrell,
 Hattie A. Ferguson,
 Anna M. Giblin,
 Cecilia A. Goodman,
 Florene J. Gray,
 Katharine S. Haskell,
 Frances M. Havlin,
 May A. Heidenreich,
 Agnes M. Herrick,
 Beulah C. Hill,
 Edith H. Holmes,
 Elizabeth M. Hutcheson,
 Ella A. Innis,
 Bertha W. Jones,
 Pauline E. Keilig,
 Frances G. Lambert,
 Katherine L. Leary,
 Anna I. Lewis,
 Ella S. Little,
 Flora B. Maier,
 Mary E. McCarron,
 Agnes L. McMahan,
 Elizabeth F. McMahan,
 Nellie F. Morse,
 M. Agnes Muleahy,
 Joanna C. Murphy,
 Annie G. Myers,
 Agnes G. Nash,
 Anna E. Nicholson,
 Sarah E. Nolan,
 May A. O'Brien,
 Elizabeth W. O'Connor,
 Mary A. O'Hare,
 Elizabeth A. O'Hearn,
 Mary E. O'Neil,
 Nellie M. Paul,
 Cora B. Poole,
 Maggie A. Quinn,
 Susie M. Slane,
 Mary A. Sprague,

Ella M. Van Buskirk,
 Jennie H. Wall,
 Loretta M. Wall,
 Ethel C. Williams,
 Louise Williams,
 Mary E. Young.

STOUGHTON SCHOOL.

Boys.

Frank B. Adams,
 Patrick H. Campbell,
 Howard T. Chandler,
 Nathan S. Clark, Jr.,
 J. Sidney Cook,
 William Costello,
 Joseph M. Hutchinson,
 Henry F. Keheo,
 Patrick J. Lyons, Jr.,
 Frederic W. Martin,
 Leonard Martin,
 Frank H. Swett,
 Carl L. H. Wagner.
 Leo A. Walsh,

Girls.

M. Estelle Bonner,
 Myrtle M. Brown,
 Lillian M. Corlew,
 Alice M. Donnelly,
 Henrietta G. Erhard,
 Mary C. Galvin,
 Lillian T. Hannan,
 M. Agnes Hill,
 Alice M. Mackin,
 Elizabeth J. Martin,
 Ethel G. Means,
 Ethel E. Pratt,
 Edith A. Savage,
 Claudia Sherwood,
 Maud L. Trask,
 Mary A. Watson.

THOMAS N. HART SCHOOL.

Boys.

Robert J. A. Baird,
 John N. Beck,
 Arthur W. Bockelman,
 Adrien E. Borden,
 Charles W. Brown,
 Stephen R. Burdick,
 Isaac H. Caro,
 Richard D. M. Carpenter,
 William P. Cronin,
 John J. Crowley,
 Edward L. Currant,
 Dexter W. Draper,
 William F. Dunlap,
 C. Sumner Emerson, Jr.,
 James T. Forgie,
 Harry Glenister,
 William T. Haley,
 Francis R. Hickey,
 James H. Hinman,
 Henry B. R. Hout,
 Lewis Hyman,
 Horace S. Johnson,
 Benjamin L. Kane,
 Leo. J. Magrath,
 Walter C. McEwen,
 John J. McWhirk,
 Henry H. Murphy,
 Hubert A. Murphy,
 Louis N. Musgrave,
 Arthur H. Noyes,
 Edward C. O'Connor,
 John F. O'Brien,
 John J. Sheehan,
 Alfred Simonds,
 William E. Wall.

TILESTON SCHOOL.

Boys.

Frank S. Drown,
 J. Frank Seannell.

Girls.

Helen G. Beal,
 Emma G. Capewell,
 Katherine M. Downey,
 Nina M. George,
 Sadie B. Greeley,
 Sarah S. King,
 Adelaide R. Taverner.

WARREN SCHOOL.

Boys.

Edward Bridges,
 William P. Brintnall,
 Leopold T. Burger,
 Guy E. Carleton,
 William D. Carleton,
 Warren B. Davis,
 James F. Fouhy,
 Edward G. Greene,
 William H. Hogan,
 Stephen O. Jellerson,
 James Johnston,
 Harry Langdon,
 John H. Laughlin,
 Arthur M. McCabe,
 Howard A. Raymond,
 James W. Smith,
 Frank H. Spear,
 George H. Wood,
 Walter L. Wood.

Girls.

Faustina M. Allen,
 Lillia M. Bailey,
 Ada A. Baker,
 Elmira Blaisdell,
 Bertha M. Brackett,
 Myrtle E. Bradbury,
 Ellen Carroll,
 Flora G. Chaplin,
 Celia A. Connorton,
 Mary T. Haggerty,
 Edith M. Hall,

Gertrude L. Hamlett,
 Katherine A. Hartnett,
 Mabel M. Hatch,
 Jessie B. Heald,
 Erma G. Hill,
 Maria E. Hooper,
 Mary F. Howard,
 Mary J. Howe,
 Edith F. Huff,
 Florence B. Lathrop,
 Mabelle E. Lewis,
 Alice T. Lincoln,
 Rose E. McCarthy,
 Elizabeth J. Murray,
 Helene M. Nason,
 Nellie C. Riley,
 Mildred E. Ringer,
 Nellie M. Robinson,
 Susan E. Sawyer,
 Cora E. Smith,
 Fannie T. Stewart,
 Louise P. Stowell,
 Nella B. Wharff,

WASHINGTON ALLSTON
SCHOOL.*Boys.*

Eugene W. Ashley,
 Irving E. Adams,
 Charles H. Bulle,
 Homer F. Goodrich,
 Francis E. Grinley,
 Charles F. Hamblin,
 Warren T. Hollis,
 Arthur T. Johnson,
 Harris T. Loudon,
 Ivie L. Mann,
 Ralph L. Mitchell,
 James C. Miln,
 Harry L. Peatfield,
 J. Russell Putnam,
 John A. Reardon,
 Charles M. Rollins,

Herman I. Sanford,
Thomas F. Tierney,
Edwin B. White,
Louis W. Worthington.

Girls.

Lilian Birnbaum,
Florence E. Coflin,
Katherine M. Costello,
Annie L. Curley,
Hattie J. Davies,
Mary L. Donahoe,
Lina K. Eaton,
Margaret L. Evans,
Edna F. Hill,
Rose E. Howley,
Mabel E. Johnston,
Bessie Judson,
Annie E. Kirkland,
Maria L. Larkin,
Margaret T. McVey,
Helen A. Meserve,
Inez B. Metcalf,
Caroline H. Moore,
Ethel B. Nicholl,
Leila M. Nicholl,
Bertha E. Parker,
Maud E. Phillips,
M. Emma Putnam,
Rebecca Raphael,
Marion D. Rice,
Clara L. Sherman,
Lora M. Snow,
M. Florence Stratton,
Grace L. Ware,
Gertrude E. Weatherbee,
Jessie A. Webster,
Julia A. Wells,
Nancie E. Wilson,
Mizpah B. Zewicker.

WELLS SCHOOL.

Girls.

Isabelle D. Andrews,

Bertha Baitler,
Genevieve Barry,
Jennie E. Child,
Eliza F. Clarke,
Celia Cohen,
Katherine A. Cunningham,
Mary S. Doherty,
Annie J. Emery,
Mary V. Gleason,
Fannie Goldberg,
Mary L. Herman,
Sunda R. Herson,
Ida Heyms,
Minnie Hollander,
Rosie Lipman,
Maud A. Lynch,
Eva A. Macdonald,
Elizabeth M. Maddock,
Gertrude M. Martin,
Margaret E. McCarthy,
Mary T. Melia,
Frances Novak,
Katharine V. O'Leary,
Esther F. Scanlan,
Mary F. Scanlan,
Edith Scanlon,
Margaret V. Smith,
Sarah M. Stull,
Catherine T. Sweeney,
Esther Weiss,

WINTHROP SCHOOL.

Girls.

Catharine M. Allan,
Lydia J. Aylott,
Lena Barke,
Miriam Barnett,
Victoria E. Bella,
Rose C. Bigley,
Harriet E. Bigwood,
Ella L. Brion,
Willena E. Browne,
Margaret E. Calnan,

Agnes T. Carroll,
Mary G. Cleary,
Mary C. Costello,
Mary A. Cotter,
Emma F. Dowd,
Katherine V. Downing,
Elizabeth Eagleton,
Elizabeth T. Feeley,
Bessie C. Gaffney,
Fannie Goldstein,
Elizabeth A. Green,
Katharine I. Hannon,
Lola C. Holway,
Alice G. Johnson,
Margaret A. Kennedy,
Alice M. Kenyon,
Louisa A. Lague,
Sarah J. Levy,
Emeline I. Line,
Gertrude M. Lynn,
Ellis Marzynski,
Fannie T. McElwain,
Alice McGillienddy,
Rose F. McMorrow,

May B. Merrill,
Katharine Mittenthal,
Agnes F. Morrow,
Annie T. Murphy,
Mary E. Myron,
Mary J. O'Connell,
Sadiæ E. Pendleton,
Catharine A. Radley,
Elizabeth V. Reilly,
Florence E. Robertson,
Blanche Rosendorf,
Eva L. Rosenthal,
Pauline S. Schimmer,
Jeanne R. Skinner,
Louisa Smith,
Annie E. Sullivan,
Mary E. Tabb,
Louise A. Thomas,
Caroline E. Thompson,
Jeanette Tishler,
Bessie B. Tucker,
Mabel A. Walker,
Margaret A. Walsh,
Florence B. Wharton.

ORGANIZATION
OF
SCHOOL COMMITTEE
FOR
1894.

SCHOOL COMMITTEE, 1894.

[Term expires January, 1895.]

Simon Davis,	Solomon Schindler, ¹
Richard C. Humphreys,	Thomas F. Strange,
Ernest C. Marshall,	Samuel H. Calderwood,
Laliah B. Pingree,	Walter Gilman Page.

[Term expires January, 1896.]

Willard S. Allen,	Isaac F. Paul,
William T. Eaton,	Fred. G. Pettigrove,
Caroline E. Hastings,	Benjamin B. Whittemore,
Elizabeth C. Keller,	J. P. C. Winship.

[Term expires January, 1897.]

Alfred Blanchard,	Henry D. Huggan,
Edward H. Dunn,	James A. McDonald,
Emily A. Fifield,	S. Albert Wetmore,
George R. Fowler,	Samuel H. Wise.

OFFICERS OF THE BOARD.

President.

FRED. G. PETTIGROVE.

Secretary.

PHINEAS BATES.

Auditing Clerk.

WILLIAM J. PORTER.

Superintendent of Schools.

EDWIN P. SEAVER.

Supervisors.

ELLIS PETERSON,
ROBERT C. METCALF,
JOHN KNEELAND,²
GEORGE H. CONLEY,

MRS. LOUISA P. HOPKINS,
GEORGE H. MARTIN,
WALTER S. PARKER.³

Messenger.

ALVAH H. PETERS.

¹ Resigned Sept. 25, 1894.

² Term expired Aug. 31, 1894.

³ Elected to fill vacancy, Sept. 1, 1894.

STANDING COMMITTEES.

ACCOUNTS.—Benjamin B. Whittemore, *Chairman*; Messrs. Allen, Winship, Dunn, and Pettigrove.

ANNUAL REPORT.—Simon Davis, *Chairman*; Miss Pingree and Mr. Strange.

DRAWING.—James A. McDonald, *Chairman*; Miss Pingree, Miss Hastings, Messrs. Paul and Page.

ELECTIONS.—Willard S. Allen, *Chairman*; Messrs. Wise and Wetmore.

EVENING SCHOOLS.—Isaac F. Paul, *Chairman*; Messrs. Schindler, Marshall, Davis, and Calderwood.

EXAMINATIONS.—Elizabeth C. Keller, *Chairman*; Messrs. Pettigrove, Strange, Winship, and Wetmore.

HORACE MANN SCHOOL.—Ernest C. Marshall, *Chairman*; Messrs. Huggan and Blanchard.

HYGIENE AND PHYSICAL TRAINING.—Caroline E. Hastings, *Chairman*; Mrs. Keller, Messrs. McDonald, Winship, and Calderwood.

KINDERGARTENS.—Laliah B. Pingree, *Chairman*; Mrs. Fifield, Mrs. Keller, Messrs. Eaton and Page.

LEGISLATIVE MATTERS.—Thomas F. Strange, *Chairman*; Messrs. Fowler and Dunn.

MANUAL TRAINING.—Emily A. Fifield, *Chairman*; Miss Pingree, Messrs. Marshall, Wetmore, and Page.

MUSIC.—Solomon Schindler, *Chairman*; Messrs. Whittemore, Huggan, Paul, and Mrs. Fifield.

NOMINATIONS.—Caroline E. Hastings, *Chairman*; Messrs. McDonald, Allen, Eaton, and Blanchard.

RULES AND REGULATIONS.—Emily A. Fifield, *Chairman*; Messrs. Davis, Humphreys, Pettigrove, and Fowler.

SALARIES.—Henry D. Huggan, *Chairman*; Messrs. Allen, Wise, Fowler, and Wetmore.

SCHOOL-HOUSES.—Richard C. Humphreys, *Chairman*; Messrs. Strange, Schindler, Eaton, and Dunn.

SUPPLIES.—Richard C. Humphreys, *Chairman*; Messrs. Huggan, Wise, Marshall, and Blanchard.

TEXT-BOOKS.—Solomon Schindler, *Chairman*; Mr. McDonald, Mrs. Keller, Mr. Davis and Miss Hastings.

TRUANT-OFFICERS.—Simon Davis, *Chairman*; Messrs. Whittemore, McDonald, Wise, and Calderwood.

NORMAL, HIGH SCHOOL, AND DIVISION COMMITTEES.

NORMAL SCHOOL. — J. P. C. Winship, *Chairman*; Mrs. Fifield, Mr. Fowler, Miss Pingree, and Mr. Strange.

HIGH SCHOOLS. — Simon Davis, *Chairman*; Messrs. Allen, Paul, Pettigrove, and Whittemore.

FIRST DIVISION. — Willard S. Allen, *Chairman*; Messrs. Blanchard, Huggan, Marshall, and McDonald.

SECOND DIVISION. — James A. McDonald, *Chairman*; Mr. Allen, Mrs. Fifield, Messrs. Marshall and Pettigrove.

THIRD DIVISION. — Issac F. Paul, *Chairman*; Messrs. Blanchard, Page, Miss Pingree, and Mr. Wise.

FOURTH DIVISION. — Laliah B. Pingree, *Chairman*; Messrs. Davis, Dunn, Schindler, and Wetmore.

FIFTH DIVISION. — Solomon Schindler, *Chairman*; Mr. Dunn, Miss Hastings, Messrs. Paul, and Wetmore.

SIXTH DIVISION. — William T. Eaton, *Chairman*; Messrs. Huggan, Whittemore, Winship, and Wise.

SEVENTH DIVISION. — Richard C. Humphreys, *Chairman*; Messrs. Calderwood, Eaton, Miss Hastings, and Mr. Strange.

EIGHTH DIVISION. — Elizabeth C. Keller, *Chairman*; Messrs. Caldewood, Fowler, Page, and Winship.

NINTH DIVISION. — Emily A. Fifield, *Chairman*; Mr. Humphreys, Mrs. Keller, Messrs. Strange and Whittemore.

SCHOOLS.

Normal School and Rice Training School.

Latin School, Girls' Latin School, English, Girls', Roxbury, Dorchester, Charlestown, West Roxbury, Brighton, East Boston High Schools, and Mechanic Arts High School.

GRAMMAR SCHOOLS.

First Division. — Adams, Chapman, Emerson, Lyman.

Second Division. — Bunker Hill, Frothingham, Harvard, Prescott, Warren.

Third Division. — Dowdoin, Eliot, Hancock, Phillips, Wells.

Fourth Division. — Brimmer, Prince, Quincy, Winthrop.

Fifth Division. — Dwight, Everett, Franklin, Hyde, Sherwin.

Sixth Division. — Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, Thomas N. Hart.

Seventh Division. — Comins, Dearborn, Dillaway, Dudley, George Putnam, Hugh O'Brien, Lewis, Martin.

Eighth Division. — Agassiz, Bennett, Bowditch, Charles Sumner, Lowell, Robert G. Shaw, Washington Allston.

Ninth Division. — Edward Everett, Gibson, Harris, Henry L. Pierce, Mather, Minot, Stoughton, Tileston.

SUPERINTENDENT OF SCHOOLS.

EDWIN P. SEAVER, Waban. Office hours, Mondays to Fridays, 1 to 2 P.M.

BOARD OF SUPERVISORS.

ELLIS PETERSON, 305 Chestnut ave., Jamaica Plain. Office hour, Thursday, 4.30 to 5.30 P.M.

ROBERT C. METCALF, 97 Mt. Pleasant ave., Roxbury. Office hour, Saturday, 11 A.M. to 12 M.

¹ JOHN KNEELAND, 31 Winthrop street, Roxbury. Office hour, Wednesday, 4.30 P.M.

GEORGE H. CONLEY, 20 Wyoming street, Roxbury. Office hour, Monday, 4.30 P.M.

² MRS. LOUISA P. HOPKINS, 118 Charles street, Office hour, Wednesday, 4.30 P.M.

GEORGE H. MARTIN, 388 Summer street, Lynn. Office hour, Thursday, 4.30 to 5.30 P.M.

³ WALTER S. PARKER, Reading. Office hours, Thursday, 4.30 to 5.30 P.M.

Regular meetings of the Board of Supervisors on the Friday following each regular meeting of the School Committee at 2.30 P.M.

Office hours of Supervisors at School Committee Building.

SUPERVISORS OF SCHOOLS.

ELLIS PETERSON. — Latin, Girls' Latin, Girls' High, and Horace Mann Schools; Agassiz, Bowditch, Charles Sumner, Dwight, Everett, Franklin, Lowell, and Robert G. Shaw districts.

ROBERT C. METCALF. — Roxbury High School; Comins, Dearborn, Dillaway, Dudley, George Putnam, Hyde, Lewis, Martin, Rice, and Sherwin districts.

¹ JOHN KNEELAND. — Dorchester High School; Brimmer, Edward Everett, Gibson, Harris, Henry L. Pierce, Hugh O'Brien, Mather, Minot, Quiney, Stoughton, Tileston, and Winthrop districts.

GEORGE H. CONLEY. — English High School; Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, and Thomas N. Hart districts; Wood-working schools.

¹ Term ended August 31, 1894.

² Term ended August 31, 1894.

³ Elected to fill vacancy caused by retirement of Mr. Kneeland.

MRS. LOUISA P. HOPKINS. — Brighton and West Roxbury High Schools; Bennett, Bowdoin, Eliot, Hancock, Phillips, Prince, Washington Allston, and Wells districts; Schools of Cookery.

GEORGE H. MARTIN. — Normal, Charlestown, and East Boston High Schools; Adams, Bunker Hill, Chapman, Emerson, Frothingham, Harvard, Lyman, Prescott, and Warren districts.

Kindergartens are assigned to the Supervisors of the districts in which the Kindergartens are located.

SUPERVISORS IN CHARGE OF BRANCHES OF INSTRUCTION.

ELLIS PETERSON. — Greek, Latin, French, German, Psychology, Phonography, and Physical Culture.

ROBERT C. METCALF. — Language, Physiology, and Hygiene.

JOHN KNEELAND. — Reading, Writing, and English Literature.

GEORGE H. CONLEY. — Arithmetic, Algebra, Geometry, Trigonometry, Book-keeping, and Wood-working.

MRS. LOUISA P. HOPKINS. — Geography, Astronomy, Botany, Zoölogy, Sewing, Cooking, Kindergarten Specialties.

GEORGE H. MARTIN. — History, Civil Government, Observation Lessons, Elementary Science, Physics, and Chemistry.

NORMAL SCHOOL.

Corner of Dartmouth and Appleton streets.

Head-Master. — Larkin Dunton. *Sub-Master.* — Wallace C. Boyden. *1st Assts.* — L. Theresa Moses, Katharine H. Shute. *2d Assts.* — Dora Williams, Laura S. Plummer, Almira I. Wilson, Alice M. Dickey, Fanny E. Coe. *Special.* — Harriet A. Niel, Sally Fairchild, Henry W. Poor.

RICE TRAINING SCHOOL. (Boys.)

GRAMMAR.

Corner of Dartmouth and Appleton streets.

Master. — Lincoln Owen. *Sub-Masters.* — Charles F. Kimball, Joseph L. Caverly. *1st Asst.* — Florence Marshall. *2d Assts.* — Dora Brown, Ella T. Gould, Miriam W. Dike, M. Elizabeth Mailman, Margaret A. Leahy, Lotta A. Clark, Edith F. Parry. *3d Assts.* — Eliza Cox, Mattie H. Jackson. *Janitor.* — Amos Albee.

PRIMARY.

Appleton street.

1st Asst. — Gertrude E. Bigelow. *2d Assts.* — Mabel I. Emerson, Eleanor F. Lang, Alice May. *3d Assts.* — Sarah E. Bowers, Emma L. Wyman, Clara C. Dunn, Gertrude R. Clark. *Janitor.* — George W. Collings.

LATIN AND HIGH SCHOOLS.

PUBLIC LATIN SCHOOL. (Boys.)

Warren avenue.

Head-Master. — Moses Merrill. *Masters.* — Charles J. Capen, Arthur L. Fiske, Joseph W. Chadwick, Byron Groce, Edward P. Jackson, Frank W. Freeborn, John K. Richardson, Grenville C. Emery, George W. Rollins. *Junior-Masters.* — Henry C. Jones, Francis De M. Dunn, Henry Penny-packer, William T. Campbell, William R. Morse, Samuel W. Mendum, Selah Howell, Henry E. Fraser, Walter A. Robinson. *Janitor.* — Matthew R. Walsh.

GIRLS' LATIN SCHOOL.

West Newton street.

Head-Master. — John Tetlow. *Master.* — Edward H. Atherton. *Assistants.* — Jennie R. Sheldon, Augusta R. Curtis, Jessie Girdwood, Alice H. Luce, Mary C. C. Goddard, Mary J. Foley, Florence Dix, Ellen C. Griswold, Abby C. Howes, Helen A. Stuart. *Physical Culture.* — Martha S. Hussey, Ruth B. Whittemore. *Janitor.* — John Murphy, Jr.

ENGLISH HIGH SCHOOL. (Boys.)

Montgomery street.

Head-Master. — Robert E. Babson. *Masters.* — Charles B. Travis, Alfred P. Gage, John F. Casey, Manson Seavy, Jerome V. Poole, Samuel C. Smith, William H. Sylvester, William T. Strong, Rufus P. Williams. *Junior-Masters.* — Frank O. Carpenter, Melvin J. Hill, James E. Thomas, George W. Evans, William B. Snow, James A. Beatley, Albert P. Walker, Charles P. Lebon, Harry C. Shaw, James Mahoney, Joseph Y. Bergen, Jr., Samuel F. Tower, Henry M. Wright, Edward H. Cobb, Charles E. Stetson. *Janitor.* — Patrick W. Tighe.

GIRLS' HIGH SCHOOL.

West Newton street.

Head-Master. — John Tetlow. *Junior-Master.* — Samuel Thurber. *Asst. Principal.* — Harriet E. Caryl. *1st Asst.* — Margaret A. Badger. *Assistants.* — M. Medora Adams, Zéphirine N. Brown, Alla W. Foster, Charlotte M. Gardner, Helen A. Gardner, Isabel P. George, Elizabeth E. Hough, Emma W. Kaan, Augusta C. Kimball, Katherine Knapp, Parnell S. Murray, S. J. C. Needham, Emerette O. Patch, Emma G. Shaw, Sarah A. Shorey, Lizzie L. Smith, Adeline L. Sylvester, Lucy R. Woods. *Vocal and Physical Culture.* — Sara E. Miller. *Chemistry.* — Laura B. White. *Laboratory Asst.* — Margaret C. Brawley. *Janitor.* — John Murphy, Jr.

ROXBURY HIGH SCHOOL. (BOYS AND GIRLS.)

Kenilworth street.

Head-Master. — Charles M. Clay. *Master.* — John C. Ryder. *Junior Master.* — Nathaniel S. French. *Assistants.* — Eliza D. Gardner, Edith A. Parkhurst, Persis P. Drake, Annie N. Crosby, Nellie A. Bragg, Snsie C. Lougee, Jennie L. Ware, Mabel L. Warner, Mary H. Gibbons, Mabel F. Wheaton, Eugenia M. Williams, Mary E. Upham, Josephine W. Greenlaw, Josiah M. Kagan. *Lab. Asst.* — George S. Berry, Jr. *Janitor.* — Allen McLeod.

DORCHESTER HIGH SCHOOL. (BOYS AND GIRLS.)

Centre street, corner Dorchester avenue.

Master. — Charles J. Lincoln. *Junior-Master.* — Albert S. Perkins. *Assistants.* — Laura F. Hovey, Elizabeth M. Ritter, Edith S. Cushing, Emily J. Tucker, Lucy A. Frost, Sara W. Wilson, Anna M. Fries, Margaret Cunningham. *Janitor.* — Thomas J. Hatch.

CHARLESTOWN HIGH SCHOOL. (BOYS AND GIRLS.)

Monument square.

Head-Master. — John O. Norris. *Junior-Master.* — Edward F. Holden. *Assistants.* — Alla F. Young, Abbie F. Nye, Sarah Shaw, Grace Hooper, Lillian M. Towne. *Janitor.* — Joseph Smith.

WEST ROXBURY HIGH SCHOOL. (BOYS AND GIRLS.)

Elm street, Jamaica Plain.

Master. — George C. Mann. *Junior-Master.* — George F. Partridge. *Assistants.* — Josephine L. Sanborn, M. Louise Foster, Mary I. Adams, Isabella H. Howe. *Janitor.* — J. J. Wentworth.

BRIGHTON HIGH SCHOOL. (BOYS AND GIRLS.)

Academy Hill.

Master. — Benjamin Wormelle. *Assistants.* — Marion A. Hawes, Ida M. Curtis, Marietta F. Allen. *Janitor.* — John W. Remmonds.

EAST BOSTON HIGH SCHOOL. (BOYS AND GIRLS.)

Public Library Building, Paris and Meridian streets.

Master. — John F. Eliot. *Junior Master.* — Charles W. Gerould. *Assistants.* — Lucy R. Beadle, Kate W. Cushing, Josephine Rice. *Janitor.* — Oliver E. Wood.

SPECIAL INSTRUCTORS.

DRAWING.

Henry Hitchings, *Director*. Henry W. Poor, *Assistant*.

PHYSICAL CULTURE.

Edward M. Hartwell, *Director*. Hartvig Nissen, *Assistant*.

MUSIC.

Henry G. Carey. Girls' Latin, English High, Girls' High, Roxbury High, Dorchester High, Charlestown High, West Roxbury High, Brighton High, East Boston High Schools.

Hosea E. Holt. Normal, Rice, Wells, Eliot, Hancock, Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, Thomas N. Hart, Bowdoin, Phillips Schools.

J. M. Mason. Adams, Chapman, Emerson, Lyman, Bunker Hill, Frothingham, Harvard, Prescott, Warren, Brimmer, Quincy, Winthrop Schools.

James M. McLaughlin. Comins, Dearborn, Dudley, Dillaway, George Putnam. Hugh O'Brien, Lewis, Lowell, Martin, Agassiz, Bowditch, Charles Sumner, Robert G. Shaw Schools.

Leonard B. Marshall. Prince, Dwight, Everett, Franklin, Hyde, Sherwin, Bennett, Edward Everett, Gibson, Harris, Mather, Minot, Henry L. Pierce, Stoughton, Tileston, Washington Allston Schools.

Assistant Instructors.

Sarah C. Carney, Rose A. Carrigan, Susan H. Hall, Laura F. Taylor.

MODERN LANGUAGES.

Charles H. Grandgent, *Director*.

Henri Morand, J. Frederick Stein, Jacob Lehmann, *Assistants*.

MILITARY DRILL.

Hobart Moore. Latin, English High, Roxbury High, Dorchester High, Charlestown High, West Roxbury High, Brighton High, East Boston High Schools.

A. Dakin, *Armorer*.

SEWING.

Catherine L. Bigelow. Bowdoin, Prince Schools.

Mrs. Sarah J. Bray. Frothingham, Harvard Schools.

Mrs. Annie E. Brazer. Lowell School.

Mrs. Harriett E. Browne. Henry L. Pierce, Harris Schools.

Helen L. Burton. Gibson, Lewis Schools.

Mrs. Catherine J. Cadogan. Norcross School.

Kate A. Clare. Hancock School.

Mrs. Eliza M. Cleary. Shurtleff School.

Mrs. Susan M. Cousens. Chapman, Emerson Schools.
 Isabella Cumming. Winthrop School.
 Mrs. Kate A. Doherty. Hancock School.
 Clara L. Dorr. Wells School.
 Martha F. French. Horace Mann School.
 Helen E. Hapgood. George Putnam School.
 Mrs. Olive C. Hapgood. George Putnam, Bowditch Schools.
 Mrs. Mary E. Jacobs. Dearborn, Hugh O'Brien Schools.
 Margaret A. Kelley. Hyde School.
 Lizzie S. Kenna. John A. Andrew School.
 Mary J. McEntyre. Norcross School.
 Annie S. Meserve. Everett School.
 Catherine C. Nelson. Minot, Stoughton, Tileston Schools.
 Sarah H. Norman. Shurtleff, Winthrop Schools.
 Mary E. Patterson. Gaston School.
 Mrs. Elizabeth A. Power. Adams, Chapman, Emerson, Lyman Schools.
 Mrs. Julia A. Skilton. Bunker Hill, Prescott, Warren Schools.
 Mrs. Sarah A. Stall. Allston, Bennett Schools.
 Mrs. Frances E. Stevens. Wells School.
 Lizzie A. Thomas. Franklin School.
 Mrs. Emma A. Waterhouse. Dillaway School.
 Emma G. Welch. Mather, Edward Everett Schools.
 Ella Whiting. Prescott School.
 Ellen M. Wills. Charles Sumner, Robert G. Shaw Schools.
 Esther L. Young. Martin School.

FIRST DIVISION.

ADAMS SCHOOL. (BOYS AND GIRLS.)

Belmont square, East Boston.

Master. — Frank F. Preble. *Sub-Master.* — Joel C. Bolan. *1st Asst.* — Mary M. Morse. *2d Asst.* — Clara Robbins. *3d Assts.* — Ellenette Pillsbury, Lina H. Cook, Sarah E. McPhaill, Harriet Sturtevant, M. Luetta Choate, Jennie A. Mayer. *Janitor.* — Michael J. Burke.

PRIMARY SCHOOL.

PLUMMER SCHOOL, BELMONT SQUARE.

2d Asst. — Anna E. Reed. *4th Assts.* — Ellen M. Robbins, Jane A. Soutter, Emma W. Weston, Mary A. Palmer. *Janitor.* — Mary Campbell.

CHAPMAN SCHOOL. (BOYS AND GIRLS.)

Eutaw street, East Boston.

Master. — Tilson A. Mead. *Sub-Master.* — Harry N. Andrews. *1st Assts.* — Jane F. Reid, Lucy W. Eaton. *2d Assts.* — Maria D. Kimball, Sarah F. Tenney. *3d Assts.* — Margaret B. Erskine, Lucy E. Woodwell, Mary E. Buffum, Kate L. Niland, Grace M. Strong, Margaret D. Barr, Martha P. M. Walker, Elizabeth A. Bloomfield. *Janitor.* — James E. Burdakin.

PRIMARY SCHOOL.

TAPPAN SCHOOL, LEXINGTON STREET.

2d Asst. — Hannah E. Crafts. *4th Assts.* — Mary C. Hall, Marietta Duncan, Clara A. Otis, Calista W. McLeod, Mabel V. Roche. *Janitor.* — Henry A. Lewis.

EMERSON SCHOOL. (BOYS AND GIRLS.)

Prescott street, East Boston.

Master. — J. Willard Brown. *Sub-Master.* — Horatio D. Newton. *1st Assts.* — Mary A. Ford, Frances H. Turner. *2d Assts.* — H. Elizabeth Cutter, Mary D. Day. *3d Assts.* — Helen M. Souther, Emma I. Irving, Annie S. Hayward, Helen M. Slack, Ellen S. Bloomfield, Almarettta J. Critchett, Mary L. Sweeney, Mary F. Simmons, Ida E. Halliday. *Janitor.* — Edward S. Chessman.

BLACKINTON SCHOOL, ORIENT HEIGHTS.

3d Assts. — Fannie O. Bartlett, Sara F. Littlefield.

PRIMARY SCHOOLS.

EMERSON SCHOOL, PRESCOTT STREET.

4th Assts. — Elizabeth A. Turner, Sarah A. Atwood.

NOBLE SCHOOL, PRINCETON STREET.

2d Asst. — Mary E. Plummer. *4th Assts.* — Margaret A. Bartlett, Abby D. Beale, Harriette E. Litchfield, Susan A. Slavin, Lizzie M. Morrissey. *Janitor.* — George J. Merritt.

BLACKINTON SCHOOL, ORIENT HEIGHTS.

4th Assts. — Caroline E. Nutter, Hattie H. Coan.

BENNINGTON-STREET CHAPEL.

4th Asst. — Charlotte G. Ray.

LYMAN SCHOOL. (BOYS AND GIRLS.)

Corner Paris and Decatur streets, East Boston.

Master. — Augustus H. Kelley. *Sub-Master.* — Herbert L. Morse. *1st Assts.* — Cordelia Lothrop, Eliza F. Russell. *2d Assts.* — Mary A. Turner, Amelia H. Pitnam. *3d Assts.* — Mary P. E. Tewksbury, Clara B. George, Mabel F. Wilkins, Emma M. Bates, Lillian S. Plummer. *Janitor.* — Charles L. Glidden.

PRIMARY SCHOOLS.

AUSTIN SCHOOL, PARIS STREET.

2d Asst. — Anna I. Duncan. *4th Assts.* — Fidelia D. Merrick, Josephine A. Ayers, Lena E. Synette, Mary E. Williams. *Janitor.* — Samuel I. Crafts.

WEBB SCHOOL, PORTER STREET.

2d Asst. — Nellie M. Porter. *4th Assts.* — Annie M. Wilcox, Catherine A. Sullivan, Julia A. Logan. *Janitor.* — Mrs. Matilda Davis.

SECOND DIVISION.

BUNKER HILL SCHOOL. (BOYS AND GIRLS.)

Baldwin street, Charlestown.

Master. — Samuel J. Bullock. *Sub-Master.* — Henry F. Sears. *1st Assts.* — Abby P. Josselyn, Harriet H. Norcross. *2d Assts.* — Mary E. Minter, Angelia M. Knowles. *3d Assts.* — Ida O. Hurd, Annie F. McMahon, Clara B. Brown, Eleanor S. Wolff, Anna M. Prescott, Cora V. George, Charlotte E. Seavey, Kate C. Thompson. *Janitor.* — G. H. Gibbs.

PRIMARY SCHOOLS.

BUNKER HILL STREET SCHOOL, COR. CHARLES STREET.

2d Asst. — Elizabeth B. Norton. *4th Assts.* — Mary E. Flanders, Effie G. Hazen, Jennie F. White, Mary D. Richardson, Sarah A. Smith, Anna P. Hannon. *Janitor.* — Gustavus H. Gibbs.

B. F. TWEED SCHOOL, CAMBRIDGE STREET.

4th Assts. — Kate C. Brooks, Annie B. Hunter, Ada E. Bowler. *Janitor.* — Samuel C. Smith.

FROTHINGHAM SCHOOL. (BOYS AND GIRLS.)

Corner of Prospect and Edgeworth streets, Charlestown.

Master. — William B. Atwood. *Sub-Master.* — Walter L. Harrington. *1st Assts.* — Charlotte E. Camp, Bial W. Willard. *2d Assts.* — Arabella P.

Moulton, Sarah H. Nowell. *3d Assts.* — Ellen R. Stone, Margaret J. O'Hea, Jennie E. Tobey, Mary Colesworthy, Cecelia A. Kelley, Susan T. Dundon, Inez Haynes. *Janitor.* — Warren J. Small.

PRIMARY SCHOOLS.

FROTHINGHAM SCHOOL, PROSPECT STREET.

4th Assts. — Persis M. Whittemore, Martha Yeaton, Mary E. Corbett, Florence I. Morse.

MOULTON-STREET SCHOOL.

4th Assts. — Nellie L. Cullis, Theresa E. Hayes, Mary E. Delaney, Fannie M. Lamson. *Janitor.* — Jeremiah F. Horrigan.

FREMONT-PLACE SCHOOL.

4th Asst. — Abbie C. McAuliffe. *Janitor.* — Mrs. Mary Watson.

HARVARD SCHOOL. (BOYS AND GIRLS.)

Derens street, Charlestown.

Master. — W. E. Eaton. *Sub-Master.* — Darius Hadley. *1st Assts.* — Sarah E. Leonard, Mary A. Lovering. *2d Assts.* — Abbie M. Libbie, Cally E. Gary. *3d Assts.* — Elizabeth W. Allen, Ida B. Nute, Sarah J. Perkins, Olive J. Sawyer, Theresa G. Power, Katherine C. Wigg, Mabel P. Foster. *Janitor.* — Frances A. Hewes.

PRIMARY SCHOOLS.

HARVARD-HILL SCHOOL.

2d Asst. — Frances A. Foster. *4th Assts.* — Louisa A. Whitman, Elizabeth R. Cormier, Lana H. Wood, Sarah J. Worcester, Elizabeth G. Desmond, Sarah R. Dodge, Effie A. Worcester. *Janitor.* — L. H. Hayward.

COMMON-STREET SCHOOL.

2d Asst. — Agnes A. Herlihy. *4th Assts.* — Helena G. Herlihy, Elizabeth R. Brower, S. Janet Jameson. *Janitor.* — L. H. Hayward.

PREScott SCHOOL. (BOYS AND GIRLS.)

Elm street, Charlestown.

Master. — Edwin T. Horne. *Sub-Master.* — William H. Furber. *1st Asst.* — Mary C. Sawyer. *2d Asst.* — Julia C. Powers. *3d Assts.* — Lydia A. Nason, Frances A. Craigen, Julia F. Sawyer, Nellie J. Breed, Nellie L. P. Uihlein, Margaret M. Whalen. *Janitor.* — James W. Edes.

PRIMARY SCHOOLS.

POLK-STREET SCHOOL.

4th Assts. — Mary E. Franklin, Hattie L. Todd, Alice Simpson, Elizabeth J. Doherty, Lizzie Simpson. *Janitor.* — Walter L. Sprague.

MEDFORD-STREET SCHOOL.

4th Assts. — Lydia E. Hapenny, Ruphine A. Morris. *Janitor.* — Walter L. Sprague.

WARREN SCHOOL. (BOYS AND GIRLS.)

Corner of Pearl and Summer streets, Charlestown.

Master. — Edward Stickney. *Sub-Master.* — William M. Newton. *1st Assts.* — Elizabeth Swords, Anna D. Dalton. *2d Assts.* — Ellen A. Pratt, Mary F. Haire. *3d Assts.* — Abby E. Holt, Alice M. Raymond, Alice Hall, Katharine A. Sweeney, Sarah J. Taff, Rose M. Cole, Abbie M. Mott, Catherine A. Meade. *Janitor.* — John P. Swift.

PRIMARY SCHOOLS.

WARREN SCHOOL, PEARL STREET.

4th Asst. — Caroline E. Osgood.

CROSS-STREET SCHOOL.

4th Assts. — Mary F. Kittridge, Fannie L. Osgood. *Janitor.* — Alice M. Lyons.

MEAD-STREET SCHOOL.

4th Assts. — M. Josephine Smith, Cora A. Wiley, Carrie F. Gammell, Jessie G. Paine. *Janitor.* — James Shute.

THIRD DIVISION.

BOWDOIN SCHOOL. (GIRLS.)

Myrtle street.

Master. — Alonzo Meserve. *1st Assts.* — Sarah R. Smith, James W. Webster. *2d Asst.* — S. Frances Perry. *3d Assts.* — Eliza A. Fay, Irene W. Wentworth, Dora E. Pitcher, Ella L. Macomber, Martha T. O'Hea, E. Laura Tilden, Christine Deane. *Janitor.* — James Hamilton.

PRIMARY SCHOOLS.

SOMERSET-STREET SCHOOL.

2d Asst. — Sarah E. Brown. *4th Assts.* — Mabel West, Clara J. Raynolds. *Janitor.* — Mrs. Annie J. Butler.

SHARP SCHOOL, ANDERSON STREET.

2d Asst. — Elizabeth R. Preston. *4th Assts.* — Mary E. O'Leary, Harriet L. Smith, Julia G. L. Morse, Elizabeth N. Smith. *Janitor.* — Mrs. Mary A. Maguire.

ELIOT SCHOOL. (Boys.)

North Bennet street.

Master. — Samuel Harrington. *Sub-Masters.* — Granville S. Webster, Benjamin J. Hinds, John J. Sheehan. *1st Asst.* — Frances M. Bodge. *2d Asst.* — Adolin M. Steele. *3d Assts.* — Luciette A. Wentworth, Mary Heaton, Minnie I. Folger, M. Ella Wilkins, Mary E. Hanney, Isabel R. Haskins, Annie M. H. Gillespie, Ellen G. Desmond, Mary V. Cunningham, Effie I. Seldis, Josephine L. Smith. *Janitor.* — P. J. Riordan.

WARE SCHOOL, NORTH BENNET STREET.

3d Assts. — Agnes C. Moore, Genevieve C. Roach, Catherine J. Cunningham, B. Louise Hagerty, Celia V. Leen. *Janitor.* — Wm. Swanzy.

PORMORT SCHOOL, SNELLING PLACE.

3d Asst. — M. Persis Taylor.

FREEMAN SCHOOL, CHARTER STREET.

3d Asst. — Mary E. Abercrombie.

PRIMARY SCHOOLS.

PORMORT SCHOOL, SNELLING PLACE.

2d Asst. — Rosa M. E. Reggio. *4th Assts.* — Sophia E. Krey, M. Elizabeth McGinley, Sylvia A. Richards. *Janitor.* — Wm. Swanzy.

FREEMAN SCHOOL, CHARTER STREET.

2d Asst. — Nellie G. Murphy. *4th Assts.* — Marella E. Donegan, Harriet E. Lampree, Katharine G. Sutliffe, Mary H. Lannon. *Janitor.* — Mary A. O'Brien.

HANCOCK SCHOOL. (GIRLS.)

Parmenter street.

Master. — Lewis H. Dutton. *1st Assts.* — Ellen B. Sawtelle, Amy E. Bradford. *2d Assts.* — Josephine M. Robertson, Katherine E. Gillespie. *3d Assts.* — Helen M. Hitchings, Susan E. Mace, Honora T. O'Dowd, Margaret A. M. O'Dowd, Margaret A. Nichols, Agnes L. Dodge, Emma L. Mitchell, Elizabeth T. O'Brien, Ariel D. Savage, Annie G. Conroy, Hattie R. Christiernin. *Janitor.* — Joseph P. Fleming.

PRIMARY SCHOOLS.

CUSHMAN SCHOOL, PARMENTER STREET.

2d Asst. — Theresa M. Gargan. *4th Assts.* — Harriet M. Fraser, Mary L. Desmond, Mary G. Ruxton, Mary J. Clark, Marella C. Halliday, Henrietta Thompson, Matilda F. Bibbey, Julia E. Collins, Florence E. Phillips, Annie R. Dolan, Catherine W. Fraser, Mary J. Murray, Annie M. Niland, Lena J. Rendall, Theresa E. Fraser. *Janitor.* — H. C. Mahoney.

INGRAHAM SCHOOL, SHEAFE STREET.

4th Assts. — Josephine B. Silver, Lucy M. A. Moore, Adelaide R. Donovan. *Janitor.* — Mary McDermott.

PHILLIPS SCHOOL. (BOYS.)

Phillips street.

Master. — Elias H. Marston. *Sub-Masters.* — Edward P. Shute, Cyrus B. Collins, Frank L. Keith. *1st Asst.* — Nellie M. Whitney. *2d Asst.* — Adeleine F. Cutter. *3d Assts.* — Ruth E. Rowe, Sarah W. I. Copeland, Martha A. Knowles, Louise H. Hinckley, Eunice J. Simpson, Helen M. Coolidge, Emeline C. Farley, Julia F. Holland, Eva M. Moran, Mary E. McIntyre. *Janitor.* — Jeremiah W. Murphy.

GRANT SCHOOL, PHILLIPS STREET.

3d Assts. — Katharine A. Burns, Mary E. Towle, Margaret J. Cunningham.

PRIMARY SCHOOL.

BALDWIN SCHOOL, CHARDON COURT.

2d Asst. — Jennie A. Dodson. *4th Assts.* — Elizabeth K. Bolton, Mary L. Bibbey, Margaret D. Mitchell, Angie P. S. Andrews. *Janitor.* — William Swanzey.

WELLS SCHOOL. (GIRLS.)

Corner Blossom and McLean streets.

Master. — Orlando W. Dimick. *1st Assts.* — Ella F. Inman, Emeline E. Durgin, Mary C. Mellyn. *2d Assts.* — Hattie A. Watson, Lizzie F. Stevens. *3d Assts.* — Ellen F. Jones, Susan R. Gifford, Mary M. Perry, Elizabeth Campbell, Emily H. Maedonald, Lillian W. Prescott, Mary F. Flanagan. *Janitor.* — James Martin.

WINCHELL SCHOOL, BLOSSOM STREET.

3d Asst. — Adelaide E. Badger.

PRIMARY SCHOOLS.

WINCHELL SCHOOL, BLOSSOM STREET.

2d Asst. — Sarah G. Fogarty. *4th Assts.* — Lula A. L. Hill, Helen M. Graves, Kate Wilson, Mary E. Ames, Nellie M. Durgin, Mary F. Finneran, Hannah E. Collins, Esther C. Moore, Etta L. Jones. *Janitor.* — Jeremiah O'Connor.

EMERSON SCHOOL, POPLAR STREET.

2d Asst. — Mary F. Gargan. *4th Assts.* — Georgia G. Barstow, Mary A. Collins, Adelaide A. Rea, Alicia I. Collison, H. Isabel Cottrell, Katharine L. King, Anna E. Flanagan. *Janitor.* — Mrs. B. F. Bradbury.

CHAMBERS-STREET SCHOOL.

4th Assts. — Anna F. Daly, Selina A. Black.

FOURTH DIVISION.

BRIMMER SCHOOL. (Boys.)

Common street.

Master. — Quincy E. Dickerman. *Sub-Masters.* — T. Henry Wason, Gustavus F. Guild. *1st Asst.* — Ella L. Burbank. *2d Asst.* — Josephine Garland. *3d Assts.* — Helen L. Bodge, Sarah E. Adams, Mary A. Carney, Mary E. W. Hagerty, James Burrier, Mary E. Keyes, Annie P. James, Mary J. Marlow. *Janitor.* — George W. Fogg.

PRIMARY SCHOOLS.

STARR KING SCHOOL, TENNYSON STREET.

4th Asst. — Margaret L. Eaton. *Janitor.* — Henry Randolph.

SKINNER SCHOOL, CORNER FAYETTE AND CHURCH STREETS.

2d Asst. — Edith L. Stratton. *4th Assts.* — Emma F. Burrill, Emily B. Burrill, Mary E. Tiernay, Elizabeth G. Cahill, Mary E. Collins. *Janitor.* — Michael Ring.

PRINCE SCHOOL. (BOYS AND GIRLS.)

Newbury street, corner of Exeter street.

Master. — E. Bentley Young. *Sub-Master.* — Seth Sears. *1st Asst.* — Mary Wilson. *2d Asst.* — Luthera W. Bird. *3d Assts.* — Kate C. Martin, Annie C. Murdock, M. Louise Fynes, Kate A. Raycroft, Laura M. Kendrick, Ellen P. Longfellow. *Janitor.* — Thomas F. Durkin.

CHARLES C. PERKINS SCHOOL.

2d Asst. — Clara E. Fairbanks.

PRIMARY SCHOOLS.

PRINCE SCHOOL, EXETER STREET.

4th Assts. — Manetta W. Penney, E. Isabelle Bense, Caroline F. Barnes.

CHARLES C. PERKINS SCHOOL.

4th Assts. — Laura K. Hayward, Katherine L. Campbell, Grace S. Peirce, Alice C. Butler. *Janitor.* — Henry E. Newell.

QUINCY SCHOOL. (Boys.)

Tyler street.

Master. — Alfred Bunker. *Sub-Masters.* — Frank F. Courtney, George R. Keene. *1st Asst.* — Mary L. Holland. *2d Asst.* — Harriette A. Bettis. *3d Assts.* — Bridget A. Foley, Ida H. Davis, Emma F. Colomby, Ellen L. Collins, Angie C. Damon, Margaret E. Carey, Annie F. Merriam, Mary T. Wright. *Janitor.* — James Daly.

PRIMARY SCHOOLS.

QUINCY SCHOOL, TYLER STREET.

2d Asst. — Hannah E. G. Gleason. *4th Assts.* — Kate A. Kiggen, Octavia C. Heard.

WAY-STREET SCHOOL.

4th Assts. — Maria A. Callanan, Mary E. Conley, Abbie E. Batchelder. *Janitor.* — Margaret A. Brennick.

ANDREWS SCHOOL, GENESEE STREET.

4th Assts. — Emily E. Maynard, Harriet M. Bolman, Ann T. Corliss. *Janitor.* — Margaret A. Brennick.

PIERPONT SCHOOL, HUDSON STREET.

4th Assts. — Kate L. Wilson, Julia A. McIntyre. *Janitor.* — Ellen McCarthy.

WINTHROP SCHOOL. (GIRLS.)

Tremont street, near Eliot street.

Master. — Robert Swan. *1st Assts.* — Susan A. W. Loring, May Gertrude Ladd. *2d Assts.* — Emma K. Valentine, Katherine K. Marlow, Margaret T. Wise, Mary L. H. Gerry. *3d Assts.* — Ellen M. Underwood, Adelaide M. Odiorne, Caroline S. Crozier, Carrie Merrill, Mary A. Murphy, Louise K. Hopkinson, Helen E. Hilton, Emma A. Gordon. *Janitor.* — Joseph T. Whitehouse.

PRIMARY SCHOOL.

TYLER-STREET SCHOOL.

2d Asst. — Amelia E. N. Treadwell. *4th Assts.* — Mary A. Reardon, Mary E. Noonan, Emma I. Baker, Mary L. Hennessy, Mary T. Foley. *Janitor.* — Ellen McCarthy.

FIFTH DIVISION.

DWIGHT SCHOOL. (Boys.)

West Springfield street.

Master. — James A. Page. *Sub-Masters.* — J. Langdon Curtis, Henry C. Parker. *1st Asst.* — Ruth G. Rich. *2d Asst.* — Mary C. R. Towle. *3d Assts.* — Nellie L. Shaw, Mary E. Trow, Georgiana Benjamin, Isabelle H. Wilson, Sarah C. Fales, Clara P. Wardwell, Emma A. Child, Georgie M. Clark, Priscilla Whiton. *Janitor.* — William H. Johnson.

PRIMARY SCHOOLS.

RUTLAND-STREET SCHOOL.

2d Asst. — Martha B. Lucas. *4th Assts.* — Emma F. Gallagher, Delia L. Viles. *Janitor.* — William P. Tierney.

JOSHUA BATES SCHOOL, HARRISON AVENUE.

2d Asst. — Agnes J. Cushman. *4th Assts.* — Eva L. Munroe, Miriam Sterne, Mary E. O'Brien, Sara Mock, Annie J. O'Brien, Georgina E. McBride. *Janitor.* — James L. Williams.

EVERETT SCHOOL. (Girls.)

West Northampton street.

Master. — Myron T. Pritchard. *1st Assts.* — Janet M. Bullard, Eliza M. Evert. *2d Assts.* — Susan S. Foster, Anna E. Grover, Emma F. Porter. *3d Assts.* — Abby C. Haslet, Ann R. Gavett, Sarah L. Adams, Evelyn E. Morse, Minna L. Wentworth, Annie J. Reed, Ida B. Henderson, Emily T. Kelliher, Anna I. Madden. *Janitor.* — Edward Bannon.

PRIMARY SCHOOL.

WEST CONCORD-STREET SCHOOL.

2d Asst. — Eliza C. Gould. *4th Assts.* — Frances W. Sawyer, Mary H. Downe, Adelaide B. Smith, Alice E. Stevens, Florence A. Perry, Nellie G. McElwain, Margaret H. Manning, Bertha Bamber, Mary E. McGraw. *Janitor.* — Annie Nugent.

FRANKLIN SCHOOL. (Girls.)

Ringgold street.

Master. — Granville B. Putnam. *1st Assts.* — Jennie S. Tower, Isabella M. Harmon. *2d Assts.* — Margaret J. Crosby, P. Catharine Bradford,

Octavia L. Cram. *3d Assts.* — Roxanna W. Longley, Annie E. L. Parker, Annie G. Merrill, Sarah N. Macomber, Ida M. Mitchell, Lillian S. Bourne, Abby A. Hayward, Lillian J. MacRae. *Janitor.* — Robert Dwyer.

PRIMARY SCHOOLS.

COOK SCHOOL, GROTON STREET.

2d Asst. — Harriet M. Faxon. *4th Assts.* — Affie T. Wier, Kate R. Hale, Elizabeth E. Daily. *Janitor.* — Mary A. Daly.

WAIT SCHOOL, SHAWMUT AVENUE.

2d Asst. — Josephine G. Whipple. *4th Assts.* — Georgiana A. Ballard, Emma E. Allin, C. Josephine Bates, Kate R. Gookin, Ettie M. Smith, Lillian Tishler, Florence H. Rich. *Janitor.* — Mansfield Harvell.

HYDE SCHOOL. (GIRLS.)

Hammond street.

Master. — Silas C. Stone. *1st Assts.* — Lucy L. Burgess, Ester Fletcher. *2d Assts.* — E. Elizabeth Boies, Alice G. Maguire, Jane Reid. *3d Assts.* — Caroline K. Nickerson, Etta Yerdon, Helen Perry, Sarah R. Wentworth, Ada M. Fitts, Elizabeth A. Spaulding, Annie M. Trundy. *Janitor.* — Thomas J. Kinney.

PRIMARY SCHOOLS.

WESTON-STREET SCHOOL.

2d Asst. — Annie G. Fillebrown. *4th Assts.* — Mary E. Cogswell, Mary G. Murphy, Rose A. Mitchell, Delia E. Cunningham, Louise A. Kelley, Mary A. Higgins, Estella M. Hall. *Janitor.* — Patrick F. Higgins.

WALPOLE-STREET SCHOOL.

4th Asst. — Celia Bamber. *Janitor.* — Bridget A. Goode.

SHERWIN SCHOOL. (Boys.)

Madison square.

Master. — Frank A. Morse. *Sub-Masters.* — Frederick L. Owen, E. Emmons Grover. *1st Asst.* — Elizabeth B. Walton. *2d Asst.* — Alice T. Kelley. *3d Assts.* — Adella L. Baldwin, Mary E. T. Healy, Nellie F. Brazer, Mary B. Chaloner, Mary F. Roome, Elizabeth G. Dowd, Mary N. Regan. *Janitor.* — Joseph G. Scott.

PRIMARY SCHOOLS.

SHERWIN SCHOOL.

4th Assts. — Annie E. Walcott, Emma L. Peterson, Sarah E. Gould, Nellie H. Crowell.

AVON-PLACE SCHOOL.

4th Assts. — Abbie E. Ford, Elizabeth F. Todd, Oria J. Perry, Minnie A. Perry. *Janitor.* — Charles H. Stephan.

DAY'S CHAPEL.

4th Asst. — Rose E. Conaty. *Janitor.* — John Cole.

SIXTH DIVISION.

BIGELOW SCHOOL. (Boys.)

Fourth street, corner E street, South Boston.

Master. — Frederic H. Ripley. *Sub-Masters.* — J. Gardner Bassett, William L. Murphy. *1st Asst.* — Amelia B. Coe. *2d Assts.* — Ellen Coe, Mattie A. Goodrich. *3d Assts.* — Eliza B. Haskell, Mary Nichols, Malvena Tenney, Stella A. Hale, Catherine H. Cook, Angeline S. Morse, Sabina G. Sweeney, Cara W. Hanscom, Elizabeth M. Mann. *Janitor.* — Samuel P. Howard.

PRIMARY SCHOOLS.

HAWES HALL, BROADWAY.

2d Asst. — Ann J. Lyon. *4th Assts.* — Ida M. Condon, Sarah D. McKissick, Mary L. Bright, Ella F. Fitzgerald, Margarete H. Price, Julia A. Rourke, Mary L. Howard. *Janitor.* — Alexander Nelson.

SIMONDS SCHOOL, BROADWAY.

4th Assts. — Annie S. McKissick, Julia G. Leary, Florence L. Spear. *Janitor.* — Alexander Nelson.

FOURTH-STREET SCHOOL.

4th Assts. — Kate A. Coolidge, Sarah T. Driscoll. *Janitor.* — Matthew G. Worth.

GASTON SCHOOL. (Girls.)

L street, corner of E. Fifth street, South Boston.

Master. — Thomas H. Barnes. *1st Assts.* — Juliette R. Hayward, Sarah C. Winn. *2d Assts.* — Carrie M. Kingman, Clara A. Sharp, Mary B. Barry. *3d Assts.* — Emogene F. Willett, Ellen R. Wyman, Emma M. Sibley, Carrie A. Harlow, Julia A. Noonan, S. Lila Huckins, Josephine A. Powers, Louise E. Means, M. Isabel Harrington. *Janitor.* — Albion Elwell.

BENJAMIN POPE SCHOOL, O STREET.

3d Asst. — Mary S. Laughton.

PRIMARY SCHOOLS.

GASTON SCHOOL, L STREET.

4th Asst. — Jennie G. Carmichael.

BENJAMIN POPE SCHOOL, O STREET.

2d Asst. — Ella R. Johnson. *4th Assts.* — Susan Frizzell, Carrie W. Haydn, Lelia R. Haydn, Mary E. Dee, Isabella J. Murray. *Janitor.* — Charles Carr.

FIFTH STREET, CORNER OF P STREET.

4th Asst. — Eleanor F. Elton. *Janitor.* — Mary A. G. Barrett.

JOHN A. ANDREW SCHOOL. (BOYS AND GIRLS.)

*Dorchester street, South Boston.**Master.* — Joshua M. Dill. *Sub-Master.* — Edgar A. Raub. *1st Assts.* — Frank M. Weis, Emma M. Cleary. *2d Assts.* — Henrietta L. Dwyer, Mary E. Perkins. *3d Assts.* — Annie L. Clapp, Mary L. Fitzgerald, Ella I. Cass, Lucy M. Marsh, Emma C. Stuart, Agnes M. Cochran, May J. Cunningham, Alice T. Cornish, Bertha E. Miller. *Janitor.* — Thomas Buckner.

PRIMARY SCHOOL.

TICKNOR SCHOOL, DORCHESTER STREET.

2d Asst. — Mary A. Jenkins. *4th Assts.* — Sarah E. Ferry, Caroline W. Walsh, Alice L. Littlefield, Lizzie Ordway, Alice P. Howard, Emily F. Hodsdon, Sadie E. Weleh, Grace L. Tucker, Grace E. Holbrook, Annie M. Driscoll, Roxana L. Johnson. *Janitor.* — Alexander McKinley.

LAWRENCE SCHOOL. (Boys.)

*Corner of B and Third streets, South Boston.**Master.* — Amos M. Leonard. *Sub-Masters.* — Augustus D. Small, George S. Houghton. *1st Asst.* — Emma P. Hall. *3d Assts.* — Isabella F. Crapo, Nellie R. Grant, Kate Haushalter, Mary J. Buckley, Margaret A. Gleason, Mary A. Conroy, Mary A. Montague, Mary E. McMann, Agnes G. Gilfether, Eva L. Hall, Mary E. Denning. *Janitor.* — William F. Griffin.

MATHER SCHOOL, BROADWAY.

3d Asst. — M. Louise Gillett.

PRIMARY SCHOOLS.

MATHER SCHOOL, BROADWAY.

2d Asst. — Sarah E. Lakeman. *4th Assts.* — Margaret M. Burns, Maud F. Crosby, Lena J. Crosby, Mary E. Flynn. *Janitor.* — Thomas Boswell.

PARKMAN SCHOOL, SILVER STREET.

2d Asst. — Martha S. Damon. *4th Assts.* — Laura S. Russell, Amelia McKenzie, Elizabeth J. Andrews. *Janitor.* — Michael Murray.

HOWE SCHOOL, FIFTH STREET, BETWEEN B AND C.

4th Assts. — Elinor F. Buckley, Emma Britt, Henrietta Nichols, Sarah M. Brown, Marie F. Keenan, Minnie E. T. Shine, Annie L. Treaner. *Janitor.* — George D. Rull.

LINCOLN SCHOOL. (Boys.)

Broadway, near K street, South Boston.

Master. — Maurice P. White. *Sub-Masters.* — William E. Perry, Charles N. Bentley. *1st Asst.* — Martha F. Wright. *2d Asst.* — Sarah A. Curran. *3d Assts.* — Vodisa J. Comey, Louis A. Pieper, Hannah L. Manson, Ellen A. McMahon, Florence O. Bean, Annie M. Mulcahey, Sarah P. Clemons. *Janitor.* — Joseph S. Luther.

PRIMARY SCHOOL.

TUCKERMAN SCHOOL, FOURTH STREET.

2d Asst. — Elizabeth M. Easton. *4th Assts.* — Mary A. Crosby, Frances A. Cornish, Annie E. Somes, Laura L. Newhall, Ellen V. Courtney, Helen A. Emery. *Janitor.* — A. D. Bickford.

NORCROSS SCHOOL. (Girls.)

Corner of D and Fifth streets, South Boston.

Master. — Fred O. Ellis. *1st Assts.* — Caroline Bernhard, M. Elizabeth Lewis. *2d Assts.* — Sarah A. Gallagher, Juliette Smith, Lillian K. Lewis. *3d Assts.* — Mary E. Downing, Maria L. Nelson, Mary R. Roberts, Emma L. Eaton, Emma F. Crane, Julia S. Dolan, Ellen T. Noonan, Mary E. Bernhard, Elizabeth M. Wier. *Janitor.* — Samuel T. Jeffers.

PRIMARY SCHOOLS.

DRAKE SCHOOL, THIRD STREET.

2d Asst. — Nellie J. Cashman. *4th Assts.* — Fanny W. Hussey, Abbie C. Nickerson, Alice J. Meins, Kate E. Fitzgerald. *Janitor.* — Patrick Mullen.

CYRUS ALGER SCHOOL.

2d Asst. — Ann E. Newell. *4th Assts.* — Mary G. A. Toland, Hattie L. Rayne, Emma F. Gallagher, Alice W. Baker, Hannah L. McGlinchey, Martha G. Buckley, Jennie A. Mullaly. *Janitor.* — James M. Memerritt.

SHURTLEFF SCHOOL. (GIRLS.)

Dorchester street, South Boston.

Master. — Henry C. Hardon. *1st Assts.* — Anna M. Penniman, Ellen E. Morse. *2d Assts.* — Catharine A. Dwyer, Emeline L. Tolman, Martha E. Morse. *3d Assts.* — Jane M. Bullard, Winnifred C. Folan, Roxanna N. Blanchard, Harriet S. Howes, Marion W. Rundlett, Annie L. Seanlan, Isabel L. Marlow, Mary M. Clapp, Ella G. Fitzgerald. *Janitor.* — James Mitchell.

PRIMARY SCHOOL.

CLINCH SCHOOL, F STREET.

2d Asst. — Lucy A. Dunham. *4th Assts.* — Mary E. Morse, Alice C. Ryan, Alice J. Dolbeare, Catherine E. McDonald, Lillian M. Hall, Marguerite S. Clapp. *Janitor.* — Michael E. Brady.

THOMAS N. HART SCHOOL. (BOYS.)

H, corner of E. Fifth street, South Boston.

Master. — Alonzo G. Ham. *Sub-Master.* — John F. Dwight. *1st Asst.* — Margaret J. Stewart. *2d Asst.* — John D. Philbrick. *3d Assts.* — Jennie F. McKissick, Mary B. Powers, Emma J. Channell, Anastasia G. Hyde, L. Idalia Provan, Bertha Peirce. *Janitor.* — Nathan Gray.

PRIMARY SCHOOLS.

THOMAS N. HART SCHOOL, H STREET.

4th Assts. — Lura M. Power, Evelyn M. Condon, Florence Harlow, Daisy G. Welch.

CAPEN SCHOOL, COR. OF I AND SIXTH STREETS.

2d Asst. — Mary E. Powell. *4th Assts.* — Laura J. Gerry, Mary E. Perkins, Ella M. Warner, Fannie G. Patten, S. Louella Sweeney. *Janitor.* — A. D. Bickford.

SEVENTH DIVISION.

COMINS SCHOOL. (BOYS AND GIRLS.)

Tremont street, corner of Terrace street, Roxbury.

Master. — William H. Martin. *Sub-Master.* — George G. Edwards. *1st Assts.* — Sarah E. Lovell, Cora S. Locke. *2d Asst.* — Almira W. Chamberline. *3d Assts.* — Alice A. Sanborn, Jane E. Gormley, Mary E. Crosby-Margaret A. McGuire, Mary L. Williams, Elizabeth G. Phelps. *Janitor.* — Michael Gallagher.

PRIMARY SCHOOL.

PHILLIPS-STREET SCHOOL.

2d Asst. — Anna R. McDonald. *4th Assts.* — Sarah E. Haskins, Lizzie P. Brewer, Sarah B. Bancroft, Sabina Egan, Marcella M. Ryan. *Janitor.* — Thomas F. Whalen.

DEARBORN SCHOOL. (BOYS AND GIRLS.)

Dearborn place, Roxbury.

Master. — Charles F. King. *Sub-Master.* — Alanson H. Mayers. *1st Assts.* — Lily B. Atherton, Philena W. Rounseville. *2d Assts.* — Martha D. Chapman, Catherine M. Lynch. *3d Assts.* — Anne M. Backup, Mary F. Walsh, Ida M. Presby, Abby W. Sullivan, Lizzie M. Wood, Alice W. Emerson, Helen Doherty, Sarah A. Driscoll. *Janitor.* — Michael J. Lally.

PRIMARY SCHOOLS.

YEOMAN-STREET SCHOOL.

2d Asst. — Mary A. P. Cross. *4th Assts.* — Ellen M. Oliver, Mary E. Nason, Ada L. McKean, Louise D. Gage, Kate A. Nason, Alice W. Peaslee, Mary E. Connor, Katharine O'Brien. *Janitor.* — James Craig.

EUSTIS-STREET SCHOOL.

2d Asst. — Mary F. Neale. *4th Assts.* — M. Agnes Murphy, Mary K. Wallace, Emma L. Merrill. *Janitor.* — Mrs. Mary Tracy.

MOUNT PLEASANT-AVENUE SCHOOL.

4th Assts. — Adaline Beal, Eloise B. Walcott. *Janitor.* — Catherine Dignon.

DILLAWAY SCHOOL. (GIRLS.)

Kenilworth street, Roxbury.

Principal. — Sarah J. Baker. *1st Assts.* — Jane S. Leavitt, Elizabeth M. Blackburn, Annie L. Bennett. *2d Assts.* — Mary G. Whippey, Abby M. Clark, Helen C. Mills, Phœbe H. Simpson. *3d Assts.* — Cordelia C. Torrey, Eliza Brown, Mary L. Gore, Alice E. Robinson, Ella F. Little, Lucia A. Ferguson, Susan H. McKenna. *Janitor.* — Luke Riley.

PRIMARY SCHOOLS.

BARTLETT-STREET SCHOOL.

2d Asst. — Anna M. Balch. *4th Assts.* — Anna M. Stone, Celia A. Scribner, Elizabeth Palmer, Agnes A. Watson. *Janitor.* — Thomas Colligan.

ABEY W. MAY SCHOOL, THORNTON STREET.

2d Asst. — Mary L. Shepard. *4th Assts.* — Ellen A. Scollin, Elizabeth A. O'Neil, Edith Rose. *Janitor.* — John E. Stiles.

DUDLEY SCHOOL. (Boys.)

Corner of Dudley and Putnam streets, Roxbury.

Master. — Leverett M. Chase. *Sub-Masters.* — Augustine L. Rafter, William L. Phinney. *1st Asst.* — Alice E. Farrington. *2d Asst.* — Harriet E. Davenport. *3d Assts.* — Mary H. Cashman, Margaret T. Dooley, M. Alice Kimball, Amanda E. Henderson, Ida S. Hammerle, Maria E. Wood, Abby S. Hapgood, Frances Zirngiebel, Ella M. Hersey. *Janitor.* — Jonas Pierce.

PRIMARY SCHOOLS.

VERNON-STREET SCHOOL.

2d Asst. — Alice L. Williams. *4th Assts.* — Mary A. Brennan, Lucy G. M. Card, Mary I. Chamberlin, L. Addie Colligan. *Janitor.* — Mrs. Kelley.

ROXBURY-STREET SCHOOL.

2d Asst. — Helen P. Hall. *4th Assts.* — Lizzie F. Johnson, Hattie A. Littlefield, Delia T. Killion, Ella M. Seavers, Kate F. Lyons, Sarah E. Rumrill, Ingemisca Weysse. *Janitor.* — S. B. Pierce.

GEORGE PUTNAM SCHOOL. (BOYS AND GIRLS.)

Seaver street, Roxbury.

Master. — Henry L. Clapp. *Sub-Master.* — William W. Bates. *1st Asst.* — Katherine W. Huston. *2d Asst.* — Ellen E. Leach. *3d Assts.* — Maria F. Bray, Annie G. D. Ellis, Emma R. Gragg, Blanche A. Morrill, Susan J. MacConnell. *Janitor.* — Luke Kelley.

PRIMARY SCHOOLS.

GEORGE PUTNAM SCHOOL, SEAVER STREET.

4th Assts. — Amoritta E. Esilman, Mabel L. Brown.

WILLIAMS SCHOOL, HOMESTEAD STREET.

2d Asst. — Julia H. Cram. *4th Assts.* — Ede F. Travis, Rosanna L. Rock, Orphise A. Morand. *Janitor.* — Luke Kelley.

HUGH O'BRIEN SCHOOL. (BOYS AND GIRLS.)

Corner of Dudley and Langdon streets, Roxbury.

Master. — John R. Morse. *Sub-Master.* — Abram T. Smith. *1st Assts.* — L. Anna Dudley, Margaret Holmes. *2d Assts.* — Helen F. Brigham, Helen M. Hills. *3d Assts.* — Ellen F. A. Hagerty, Sarah H. Hosmer, Sarah W. Loker, Maria L. Mace, Mary J. Mohan, Esther M. Meserve, Esther E. McGrath, Elizabeth F. Pinkham, Evangeline Clark, M. Jennie Moore. *Janitor.* — Thomas J. Gill.

PRIMARY SCHOOLS.

GEORGE-STREET SCHOOL.

2d Asst. — Emily M. Pevar. *4th Assts.* — Abby S. Oliver, Sarah S. Burrell, Bridget E. Scanlan, Anna W. Clark. *Janitor.* — Samuel S. McLennan.

HOWARD-AVENUE SCHOOL.

2d Asst. — Elizabeth R. Wallis. *4th Assts.* — Annie W. Ford, Mary W. Currier, Matilda Mitchell, Isabella L. Bissett, Mary F. McDonald, Mary E. McCarty. *Janitor.* — Samuel S. McLennan.

LEWIS SCHOOL. (BOYS AND GIRLS.)

Corner of Dale and Sherman streets, Roxbury.

Master. — William L. P. Boardman. *Sub-Master.* — Henry B. Hall. *1st Assts.* — Sarah E. Fisher, Alice O'Neil. *2d Assts.* — Mary H. Thompson, Ellen M. Murphy. *3d Assts.* — Kate M. Groll, Martha C. Gerry, Mary E. Howard, Mary E. Very, Grace M. Clark, Grace L. Sherry, Mary L. Green, Gertrude H. Lakin. *Janitor.* — Antipas Newton.

QUINCY-STREET SCHOOL.

3d Assts. — Anna F. Bayley, Annie A. Maguire.

PRIMARY SCHOOLS.

WINTHROP-STREET SCHOOL.

2d Asst. — Frances N. Brooks. *4th Assts.* — Mary E. Deane, Alice M. Sibley, Edith A. Willey. *Janitor.* — Catherine Dignon.

QUINCY-STREET SCHOOL.

2d Asst. — Almira B. Russell. *4th Assts.* — Helen Crombie, Isabel Thacher, Blanche L. Ormsby. *Janitor.* — Charles H. Reardon.

MUNROE-STREET SCHOOL.

4th Assts. — Anna A. Groll, Caroline F. Seaver. *Janitor.* — Mrs. Kirby.

MARTIN SCHOOL. (BOYS AND GIRLS.)

Huntington avenue, Roxbury.

Master. — Sylvester Brown. *Sub-Master.* — Edward W. Schuerch. *1st Asst.* — Emily F. Carpenter. *2d Assts.* — Annetta F. Armes, Nellie W. Leavitt. *3d Assts.* — Jane F. Gilligan, Emma E. Lawrence, Charlotte P. Williams, Grace C. Dillon, Mary V. Gormley. *Janitor.* — Thomas M. Houghton.

PRIMARY SCHOOL.

MARTIN SCHOOL, HUNTINGTON AVENUE.

4th Assts. — Fannie D. Lane, Alicia F. McDonald, Lena L. Carpenter, Mary V. Gormley, Alice B. Fuller.

EIGHTH DIVISION.

AGASSIZ SCHOOL. (Boys.)

Burroughs street, Jamaica Plain.

Master. — John T. Gibson. *Sub-Master.* — Arthur Stanley. *1st Asst.* — Mary A. Gott. *2d Asst.* — Clara J. Reynolds. *3d Assts.* — Mary E. Stuart, Clara L. Metcalf, Caroline N. Poole, Mary A. Cooke, Alice B. White, Josephine A. K. Slayton, Mary H. McCready, Alice Nowland. *Janitor.* — George A. Cottrell.

PRIMARY SCHOOL.

THOMAS-STREET SCHOOL.

2d Asst. — Caroline D. Putnam. *4th Assts.* — Annie C. Gott, Emma N. Smith, Annie V. Lynch. *Janitor.* — Adelia Ronan.

BENNETT SCHOOL. (BOYS AND GIRLS.)

Chestnut Hill avenue, Brighton.

Master. — Henry L. Sawyer. *Sub-Masters.* — Edward F. Kimball, William C. Crawford. *1st Asst.* — Melissa Abbott. *3d Assts.* — Jeannie Bates, Kate McNamara, Clara L. Harrington, Mary E. Winn, Rosa S. Havey, Annie M. Stickney, Fannie M. Joy, Edith H. Jones. *Janitor.* — John W. Remmonds.

PRIMARY SCHOOLS.

WINSHIP SCHOOL, WINSHIP PLACE.

2d Asst. — Charlotte Adams. *4th Assts.* — Fannie W. Currier, Annie L. Hooker, Emma P. Dana. *Janitor.* — John W. Remmonds.

OAK-SQUARE SCHOOL.

4th Asst. — Annie Melville. *Janitor.* — John B. Pratt.

UNION-STREET SCHOOL.

4th Asst. — Margaret I. Scollans. *Janitor.* — J. Q. A. Cushman.

HOBART-STREET SCHOOL.

4th Asst. — Leslie D. Hooper. *Janitor.* — Joseph A. Crossman.

DOWDITCH SCHOOL. (GIRLS.)

Green street, Jamaica Plain.

Master. — Charles W. Hill. *1st Assts.* — Amy Hutchins, Elizabeth G. Melcher. *2d Asst.* — Nellie I. Lapham. *3d Assts.* — Alice P. Stephenson, Emily H. Maxwell, Alice M. Robinson, Elizabeth L. Stodder, Cora B. Mudge, Delia M. U. Chapman, Mary A. M. Papineau. *Janitor.* — S. S. Morrison.

PRIMARY SCHOOLS.

MARGARET FULLER, GLEN ROAD.

2d Asst. — E. Augusta Randall. *4th Assts.* — Ellen E. Foster, Emma L. McDonald, Mary E. McDonald, Olive A. Wallis. *Janitor.* — James A. Howe.

HILLSIDE SCHOOL.

2d Asst. — Margaret E. Winton. *4th Assts.* — Anna M. Call, Mary E. Whitney, Alice Greene. *Janitor.* — S. S. Garrison.

CHESTNUT-AVENUE SCHOOL.

4th Assts. — Sarah P. Blackburn, Mary J. Capen. *Janitor.* — Thomas Alchin.

CHARLES SUMNER SCHOOL. (BOYS AND GIRLS.)

Ashland street, Roslindale.

Master. — Artemas Wiswall. *Sub-Master.* — Alaric Stone. *1st Assts.* — Maud G. Leadbetter, Angie P. Nutter. *2d Assts.* — Elvira L. Austin, Lena S. Weld, Charlotte B. Hall. *3d Assts.* — Mary E. Lynch, Alice M. Barton, Nellie J. Kiggen, Margaret F. Marden, C. Emma Lincoln, M. Alice Jackson. *Janitor.* — John L. Chenery.

POPLAR-STREET SCHOOL.

3d Asst. — Mary P. Crosby. *Janitor.* — Henry P. Meyers.

WISE HALL SCHOOL, SOUTH STREET.

3d Asst. — Emma Burrows. *Janitor.* — Frank Spinney.

WISE HALL SCHOOL, POPLAR STREET.

3d Asst. — Rachel U. Cornwell. *Janitor.* — Henry P. Meyers.

PRIMARY SCHOOLS.

FLORENCE-STREET SCHOOL.

2d Asst. — S. Louisa Durant. *4th Assts.* — Martha W. Hanley, Katherine W. Coulahan, Mary N. Sherburne, Josephine L. Goddard, Dora M. Leonard, Helen F. Lambert. *Janitor.* — Frank Spinney.

CANTERBURY-STREET SCHOOL.

4th Assts. — Elizabeth Kiggen, Mary E. Roome, Anna M. Leach. *Janitor.* — Ellen Norton.

SOUTH-STREET SCHOOL.

4th Asst. — Elizabeth A. Breivogel. *Janitor.* — William A. Shattuck.

CLARENDRON-HILLS SCHOOL.

4th Asst. — Almira G. Smith. *Janitor.* — Mrs. Eleanor D. Wood.

LOWELL SCHOOL. (BOYS AND GIRLS.)

310 Centre street, Roxbury.

Master. — Daniel W. Jones. *Sub-Master.* — Edward P. Sherburne. *1st Assts.* — Eliza C. Fisher, Anna L. Hudson. *2d Assts.* — Mary E. Morse,

E. Josephine Page. *3d Assts.*—O. Augusta Welch, Mary F. Cummings, Susan E. Chapman, Rebecca Coulter, Helen C. Laughlin, Ellen M. Farrell, Anna G. Wells, Sarah A. Lyons, Mary W. Howard, Annie W. Leonard, Annie F. S. Stone. *Janitor.*—Frank L. Harris.

PRIMARY SCHOOLS.

LUCRETIA CROCKER SCHOOL.

2d Asst.—Ella M. Howland. *4th Assts.*—Marguerite G. Brett, Lillian S. Hilton, Martha C. McGowan, Flora J. Perry, Carrie A. Waugh, Jane J. Wood, Lillian G. Greene. *Janitor.*—Joseph W. Batchelder.

WYMAN SCHOOL, WYMAN STREET.

2d Asst.—Caroline F. Cutler. *4th Assts.*—Jean B. Lawrence, Fannie B. Wilson, Clara I. Stevens, Georgie L. Hilton, Alice E. Thornton. *Janitor.*—Thomas Alchin.

HEATH-STREET SCHOOL.

4th Assts.—Rosa A. Mohan, Ellen C. McDermott. *Janitor.*—Catherine H. Norton.

NAWN'S BUILDING, CENTRE STREET.

4th Asst.—Mary C. Crowley. *Janitor.*—Joseph W. Batchelder.

ROBERT G. SHAW SCHOOL. (BOYS AND GIRLS.)

Hastings street, West Roxbury.

Sub-Master.—W. E. C. Rich. *1st Asst.*—Emily M. Porter. *3d Assts.*—Frances R. Newcomb, Jennie M. Jackson, Marian A. McIntyre, Nellie S. Henry, Mary C. Richards. *Janitor.*—John S. Krebs.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

1st Asst.—Achsa M. Merrill.

PRIMARY SCHOOLS.

MT. VERNON-STREET SCHOOL.

4th Assts.—Mary C. Moller, Mary Butler, Frances A. Griffin. *Janitor.*—John S. Krebs.

BAKER-STREET SCHOOL.

4th Asst.—Florence I. Ready. *Janitor.*—William J. Noon.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

4th Asst.—Anna R. French. *Janitor.*—Gottlieb Karcher.

WASHINGTON ALLSTON SCHOOL. (BOYS AND GIRLS.)

Master.—G. W. M. Hall. *1st Asst.*—Marion Keith. *2d Assts.*—Sara F. Boynton, Annie E. Bancroft. *3d Assts.*—Mary F. Child, Jessie W. Kelly, Harriet Rice, Eliza F. Blacker, Margaret C. Hunt, Ida F. Taylor, Arvilla T. Harvey, Marguerite L. Lillis. *Janitor.*—Charles McLaughlin.

WILLIAM WIRT WARREN SCHOOL, WAVERLEY STREET.

Sub-Master. — Alexander Pearson. *1st Asst.* — Alice A. Swett. *3d Assts.* — Emily C. Brown, Mary E. O'Neill, Helena F. Leary, Lydia E. Stevenson. *Janitor.* — Francis Rogers.

EVERETT SCHOOL, BRENTWOOD STREET.

3d Asst. — Elizabeth C. Muldoon. *Janitor.* — Charles McLaughlin.

PRIMARY SCHOOLS.

HARVARD SCHOOL, NORTH HARVARD STREET.

2d Asst. — Clara B. Hooker. *4th Assts.* — Adelaide C. Williams, Agnes A. Aubin, Grace E. Nickerson. *Janitor.* — Charles McLaughlin.

AUBURN SCHOOL, SCHOOL STREET.

2d Asst. — Ella L. Chittenden. *4th Assts.* — Mary J. Cavanagh, Gertrude M. Bent. *Janitor.* — Francis Rogers.

WEBSTER SCHOOL, WEBSTER PLACE.

2d Asst. — Emma F. Martin. *4th Assts.* — Anna N. Broek, Edith S. Wyman. *Janitor.* — Otis D. Wilde.

NINTH DIVISION.

EDWARD EVERETT SCHOOL. (BOYS AND GIRLS.)

Sumner street, Dorchester.

Master. — Henry B. Miner. *Sub-Master.* — George M. Fellows. *1st Assts.* — Mary F. Thompson, Henrietta A. Hill. *2d Assts.* — Emma M. Savil, Clara J. Doane. *3d Assts.* — Anna M. Foster, Harriet A. Darling, L. Cora Morse, Agnes G. Wright, Florence A. Goodfellow, Mary H. Chapman. *Janitor.* — George L. Chessman.

PRIMARY SCHOOLS.

EDWARD EVERETT SCHOOL, SUMNER STREET (*old building*).

2d Asst. — Florence N. Sloane. *4th Assts.* — Kittie Wark, Fannie Frizzell, Mary E. Irwin. *Janitor.* — George L. Chessman.

DORCHESTER-AVENUE SCHOOL, CORNER HARBOR VIEW STREET.

4th Assts. — Cora L. Etheridge, Caroline D. Bere, Mary G. Ellis. *Janitor.* — Nathaniel H. Hall.

SAVIN HILL-AVENUE SCHOOL.

4th Assts. — Lucy C. Flusk, C. Margaret Browne. *Janitor.* — Henry Randolph.

GIBSON SCHOOL. (BOYS AND GIRLS.)

Columbia street, Dorchester.

Master. — William E. Endicott. *1st Asst.* — Ida L. Boyden. *2d Asst.* — Fidelia A. Adams. *3d Assts.* — Charlotte E. Andrews, Annie H. Pitts, Jessie C. Fraser. *Janitor.* — Thomas Shattuck.

OLD GIBSON SCHOOL, SCHOOL STREET.

Sub-Master. — F. Morton King. *3d Assts.* — Ellen L. Pratt, Emily A. Evans.

PRIMARY SCHOOLS.

OLD GIBSON SCHOOL, SCHOOL STREET.

4th Assts. — E. Louise Brown, Ellen A. Brown, Bessie C. Jones, Joanna G. Keenan. *Janitor.* — Peter Murphy.

ATHERTON SCHOOL, COLUMBIA STREET.

4th Assts. — Annie C. McFarland, Annie E. Briggs. *Janitor.* — Thomas Shattuck.

GLEN ROAD SCHOOL.

4th Asst. — Grace Hall. *Janitor.* — Margaret Kelley.

HARRIS SCHOOL. (BOYS AND GIRLS.)

Corner of Adams and Mill streets, Dorchester.

Master. — N. Hosea Whittemore. *1st Assts.* — Emma F. Simmons, L. Gertrude Howes. *3d Assts.* — M. Ella Tuttle, Almy C. Plummer, Charlotte A. Powell, Cora I. Young, Gertrude L. Kean. *Janitor.* — John Buckpitt.

DORCHESTER-AVENUE SCHOOL.

3d Asst. — Annie B. Drowne.

PRIMARY SCHOOLS.

HARRIS SCHOOL, ADAMS STREET.

4th Assts. — Jane T. Cook, Ida K. McGiffert, Mary E. Wilbar.

DORCHESTER-AVENUE SCHOOL.

2d Asst. — Mary Waterman. *4th Assts.* — Bertha F. Cudworth, Louise Robinson. *Janitor.* — John Buckpitt.

HENRY L. PIERCE SCHOOL. (BOYS AND GIRLS.)

Washington street, cor. of Welles Avenue, Dorchester.

Master. — Horace W. Warren. *Sub-Master.* — Charles C. Haines. *1st Assts.* — Mary E. Mann, George W. Ransom. *2d Assts.* — Lizzie C. Estey,

Annie A. Webster. *3d Assts.* — Lucina Dunbar, Helen A. Woods, Anna S. Coffey, Elizabeth L. B. Stearns, Mary L. Merrick, Anna K. Barry, Mary A. Crafts, Margaret Downey. *Janitor.* — Timothy Donahoe.

PRIMARY SCHOOLS.

THETFORD STREET, CORNER OF EVANS STREET.

2d Asst. — Mary E. Nichols. *4th Assts.* — Louise L. Carr, Florence C. Pond, Keziah J. Anslow.

BAILEY-STREET SCHOOL.

4th Assts. — Anna B. Badlam, Helen F. Burgess, Flora C. Woodman. *Janitor.* — Winthrop B. Robinson.

MATHER SCHOOL. (BOYS AND GIRLS.)

Meeting-House Hill, Dorchester.

Master. — Edward Southworth. *Sub-Master.* — Loea P. Howard. *1st Assts.* — J. Annie Bense, Marietta S. Murch. *2d Assts.* — Mary B. Corr, Carrie F. Parker. *3d Assts.* — Lucy J. Dunnels, M. Esther Drake, Elenora R. Clare, Clara G. Hinds, Isabel W. Davis, Jennie E. Phinney, Feroline Fox. *Janitor.* — Benjamin C. Bird.

LYCEUM HALL, MEETING-HOUSE HILL.

3d Assts. — Anna E. E. Hoss, Mary H. Knight, Helen E. Hobbs.

PRIMARY SCHOOLS.

OLD MATHER SCHOOL, MEETING-HOUSE HILL.

2d Asst. — Clara A. Jordan. *4th Assts.* — Elizabeth Donaldson, Lena Le V. Dutton, Elizabeth M. Grant, Lillian B. Blackmer, Florence L. Griffith. *Janitor.* — Benjamin C. Bird.

LYCEUM HALL, MEETING-HOUSE HILL.

2d Asst. — Ella L. Howe. *4th Assts.* — Alice L. Rienhard, Bertha E. Dennis, Grace O. Allen, Alice G. Williams. *Janitor.* — Cyrus Grover.

QUINCY-STREET SCHOOL.

4th Assts. — Florence J. Bigelow, Mary E. Bradley. *Janitor.* — Mary Leary.

MINOT SCHOOL. (BOYS AND GIRLS.)

Walnut street, Dorchester.

Master. — Joseph T. Ward, Jr. *1st Asst.* — Gertrude P. Davis. *2d Asst.* — Kate M. Adams. *3d Assts.* — Mary E. Glidden, Sophia W. French, Annie H. Gardner, Ellen M. S. Treadwell, Mary E. Palmer. *Janitor.* — George P. Phillips.

PRIMARY SCHOOL.

MINOT SCHOOL, WALNUT STREET.

4th Assts. — S. Maria Elliott, Annie T. Kelley, Edna A. Hill, Harriet B. Hight.

STOUGHTON SCHOOL. (BOYS AND GIRLS.)

River street, Lower Mills.

Master. — Edward M. Launcester. *1st Asst.* — Elizabeth H. Page. *3d Assts.* — Caroline F. Melville, Clara A. Brown, Cornelia M. Collamore, Esther S. Brooks, Anna M. McMahon. *Janitor.* — A. C. Hawes.

PRIMARY SCHOOLS.

STOUGHTON SCHOOL, RIVER STREET.

4th Assts. — Carrie M. Watson, H. Adelaide Sullivan, Janet B. Halliday, Mary M. Dacey.

ADAMS-STREET SCHOOL.

4th Asst. — Edith M. Martine. *Janitor.* — Ellen James.

TILESTON SCHOOL. (BOYS AND GIRLS.)

Norfolk street, Mattapan.

Sub-Master. — Hiram M. George. *3d Assts.* — Martha A. Baker, Ida T. Weeks, Emeline W. Ripley. *Janitor.* — Peter Cook.

PRIMARY SCHOOL.

TILESTON SCHOOL, NORFOLK STREET.

4th Assts. — Elizabeth S. Fisher, Louisa W. Burgess.

KINDERGARTENS.

NORMAL SCHOOL, Appleton street. *Principal.* — Elizabeth C. Barry. *Assistant.* — Alice L. McLauthlin.

FIRST DIVISION.

ADAMS DISTRICT, ADAMS SCHOOL. *Principal.* — Cora E. Bigelow. *Assistant.* — Helen J. Morris.

CHAPMAN DISTRICT, TAPPAN SCHOOL. *Principal.* — Jennie L. Waterbury. *Assistant.* — Josephine H. Calef.

EMERSON DISTRICT, NOBLE SCHOOL. *Principal.* — Flora S. McLean. *Assistant.* — Helen A. Ricker.

LYMAN DISTRICT, WEBB SCHOOL, Porter street. *Principal.* — Bertha M. Smith. *Assistant.* — Carrie A. Granger.

SECOND DIVISION.

BUNKER HILL DISTRICT, B. F. TWEED SCHOOL. *Principal.* — Gertrude F. Chamberlain. *Assistant.* — Grace H. Skilton.

HARVARD DISTRICT, COMMON-STREET SCHOOL. *Principal.* — Sallie Bush. *Assistant.* — Elizabeth E. Henchey.

PREScott DISTRICT, POLK-STREET SCHOOL. *Principal.* — Daisy G. Dame. *Assistant.* — Phebe A. DeLande.

THIRD DIVISION.

BOWDOIN DISTRICT, SHARP SCHOOL, Anderson street. *Principal.* — Serena J. Frye. *Assistant.* — Sarah E. Kilmer.

ELIOT DISTRICT, 39 North Bennet street. *Principal.* — Mary C. Peabody. *Assistant.* — Alice S. Brown. *Principal.* — Isabel G. Dame. *Assistant.* — Ellen M. Murphy.

HANCOCK DISTRICT, CUSHMAN SCHOOL, Parmenter street. *Principal.* — Annie L. Page. *Assistant.* — Mary Wall.

HANCOCK DISTRICT, PARMENTER-STREET SCHOOL. *Principal.* — M. Esther McDermott.

HANCOCK DISTRICT, 64 North Margin street. *Principal.* — Anna Spooner. *Assistant.* — Eliza A. Maguire.

PHILLIPS DISTRICT, BALDWIN SCHOOL, Chardon court. *Principal.* — Ida A. Noyes. *Assistant.* — Caroline M. Burke.

WELLS DISTRICT, WINCHELL SCHOOL, Blossom street. *Principal.* — Caroline C. Voorhees. *Assistant.* — Mae K. Pillsbury.

WELLS DISTRICT, 38 Chambers street. *Principal.* — Ada C. Williamson.

FOURTH DIVISION.

BRIMMER DISTRICT, Warrenton street. *Principal.* — Etta D. Morse. *Assistant.* — Lillian B. Poor.

PRINCE DISTRICT, CHARLES C. PERKINS SCHOOL. *Principal.* — Ellen Gray. *Assistant.* — Gertrude L. Kemp.

QUINCY DISTRICT, HUDSON-STREET SCHOOL. *Principal.* — Adelaide B. Camp. *Assistant.* — Mary A. Fruican.

WINTHROP DISTRICT, STARR KING SCHOOL. *Principal.* — Mary T. Mears.

FIFTH DIVISION.

DWIGHT DISTRICT, RUTLAND-STREET SCHOOL. *Principal.* — Eleanor P. Gay.

DWIGHT DISTRICT, JOSHUA BATES SCHOOL. *Principal.* — Ella T. Burgess. *Assistant.* — Edith S. Emery.

EVERETT DISTRICT, EVERETT SCHOOL. *Principal.* — Clara L. Hunting. *Assistant.* — Louisa M. Davis.

FRANKLIN DISTRICT, COOK SCHOOL, Groton street. *Assistant.* — Lucy Kummer.

HYDE DISTRICT, RUGGLES-STREET SCHOOL. *Principal.* — Caroline E. Josselyn. *Assistant.* — Hetty B. Row.

HYDE DISTRICT, WALPOLE-STREET SCHOOL. *Principal.* — Caroline E. Carr. *Assistant.* — Ada L. Peabody.

SIXTH DIVISION.

JOHN A. ANDREW DISTRICT, UNITY CHAPEL. *Principal.* — Maud W. Souther. *Assistant.* — Amelia J. Burrill.

LAWRENCE DISTRICT, HOWE SCHOOL, Fifth street. *Principal.* — Emilie F. Bethmann. *Assistant.* — Frances H. Thompson.

SHURTLEFF DISTRICT, SHURTLEFF SCHOOL. *Principal.* — Bertha F. Cushman. *Assistant.* — Edith C. Gleason.

THOMAS N. HART DISTRICT, THOMAS N. HART SCHOOL. *Principal.* — Frieda M. Bethmann. *Assistant.* — Mabel L. Yates.

SEVENTH DIVISION.

COMINS DISTRICT, COTTAGE-PLACE SCHOOL. *Principal.* — Annie S. Burpee.

COMINS DISTRICT, SMITH-STREET SCHOOL. *Principal.* — Caroline D. Aborn. *Assistant.* — Ellen M. Fiske.

COMINS DISTRICT, PHILLIPS-STREET SCHOOL. *Assistant.* — Gertrude A. Rausch.

DEARBORN DISTRICT, YEOMAN-STREET SCHOOL. *Principal.* — Mary T. Hale. *Assistant.* — Mabel McQ. Winslow.

DILLAWAY DISTRICT, KENILWORTH-STREET SCHOOL. *Principal.* — Emily B. Stodder. *Assistant.* — Florence A. Fitzsimmons.

GEORGE PUTNAM DISTRICT, GEORGE PUTNAM SCHOOL. *Principal.* — Elizabeth M. Watson. *Assistant.* — Sarah L. Marshall.

HUGH O'BRIEN DISTRICT, GEORGE-STREET SCHOOL. *Principal.* — Martha Currier.

LEWIS DISTRICT, QUINCY-STREET SCHOOL. *Principal.* — Ellen L. Sampson.

EIGHTH DIVISION.

ALLSTON DISTRICT, EVERETT SCHOOL. *Principal.* — Helena P. Stacy. *Assistant.* — Lilian Hooper.

BENNETT DISTRICT, UNION-STREET SCHOOL. *Principal.* — C. Mabel Rust. *Assistant.* — Kate A. Duncklee.

BOWDITCH DISTRICT, HILLSIDE SCHOOL. *Principal.* — Mabel S. Apolonio. *Assistant.* — Sara K. Savary.

BOWDITCH DISTRICT, MARGARET FULLER SCHOOL. *Principal.* — Anna E. Marble. *Assistant.* — Ida E. McElwain.

ROBERT G. SHAW DISTRICT, WESTERLY HALL. *Principal.* — Leila A. Flagg.

NINTH DIVISION.

HENRY L. PIERCE DISTRICT, BAILEY-STREET SCHOOL. *Principal.* — Jennie B. Brown. *Assistant.* — Minnie G. Abbott.

MATHER DISTRICT, LYCEUM HALL. *Principal.* — Julia F. Baker. *Assistant.* — Milla H. Temple.

MINOT DISTRICT, Neponset. *Principal.* — Mary B. Morse. *Assistant.* — Sarah T. Whitmarsh.

STOUGHTON DISTRICT, River street. *Principal.* — Alice D. Hall. *Assistant.* — Bertha F. Cushman.

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

Newbury street.

Principal. — Sarah Fuller. *Asst. Principal.* — Ella C. Jordan. *Assts.* — Kate D. Williams, Mary F. Bigelow, Sarah A. Jordan, Elsa L. Hobart, Florence E. Leadbetter, Ida H. Adams, Sallie B. Tripp, Kate F. Hobart, Mabel E. Adams, Mary M. Beale. *Janitor.* — Daniel H. Gill. *Asst. Janitor.* — Adrianna Young.

MECHANIC ARTS HIGH SCHOOL.

Belvidere, corner of Dalton street.

Head-Master. — Charles W. Parmenter. *Junior-Masters.* — Roswell Parish, William Fuller, Herbert S. Weaver. *Instructors.* — Benjamin F. Eddy, Ludwig Frank, Herbert M. Woodward, John W. Raymond, Jr.

MANUAL TRAINING SCHOOLS.

There are fifteen Manual Training Shops, located as follows: *East Boston* — Lyman School, Paris street. *Charlestown* — Medford-street School. *Boston.* — North Bennet street; Primary School, Appleton street; Dwight School, W. Springfield street. *Roxbury* — Old High School building, Kenilworth street (two rooms). *South Boston* — E street. *Dorchester* — Lyceum Hall, Meeting-House Hill; Henry L. Pierce School, Washington street; Tileston School, Norfolk street, Mattapan. *Jamaica Plain* — Eliot School, Trustee building, Eliot street. *West Roxbury* — Robert G. Shaw School, Hastings street. *Allston* — Washington Allston School, Cambridge street. *Brighton* — Bennet School, Chestnut Hill avenue.

Principal of Manual Training Schools. — Frank M. Leavitt. *Instructors.* — Celia B. Hallstrom, Ella G. Smith, Grace J. Freeman, Edith A. Pope, Isabel Shove, J. Herman Trybom, Edwin E. McCready, Anna M. Pond, Helen I. Whittemore, Alexander Miller.

SCHOOLS OF COOKERY.

The School Kitchens are fourteen in number, and are located as follows : *East Boston* — Lyman School, Paris street. *Charlestown* — Harvard School, Devens street. *Boston* — North Bennet street; Starr King School, Tennyson street; Hyde School, Hammond street. *Roxbury* — Old High School building, Kenilworth street (two rooms). *South Boston*. — Drake School, Third street. *Dorchester* — Henry L. Pierce School, Washington street; Dorchester avenue, corner Harbor View street. *Jamaica Plain* — Bowditch School, Green street. *West Roxbury* — Robert G. Shaw School, Hastings street. *Allston* — Washington Allston School, Cambridge street. *Brighton* — Bennett School, Chestnut Hill avenue.

Principal of Schools of Cookery. — Amabel G. E. Hope. *Instructors.* — Althea W. Somes, Julia M. Murphy, Josephine Morris, Ellen L. Duff, Mary C. Mitchell, Angeline M. Weaver, Emeline E. Torrey, Mary A. Tilton, Grace H. Bartlett, Ellen B. Murphy, Nellie F. Treat.

SCHOOL ON SPECTACLE ISLAND.

Instructor. — Frank E. Poole.

TRUANT-OFFICERS.

The following is the list of the Truant-Officers, with their respective districts :

OFFICERS.	SCHOOL DISTRICTS.
George Murphy, <i>Chief.</i>	
Charles E. Turner.....	Adams, Chapman, Emerson, and Lyman.
Charles S. Wooffindale.....	Bunker Hill, Frothingham, Harvard, Prescott, and Warren.
James P. Leeds	Eliot and Hancock.
David F. Long	Bowdoin, Phillips, Prince, and Wells.
Richard W. Walsh	Brimmer, Quincy, and Winthrop.
A. M. Leavitt	Dwight, Everett, Franklin, and Rice.
Amos Schaffer	Lawrence and Norcross.
James Bragdon	Gaston, Lincoln, and Thomas N. Hart.
George W. Bean	Hugh O'Brien, Edward Everett, and Mather.
William B. Shea	Gibson, Harris, Henry L. Pierce, [Minot, Stoughton, and Tileston.
Frank Hasey.....	Dearborn, Lewis, and George Putnam.
Henry M. Blackwell	Dudley, Dillaway, and Lowell.
Daniel J. Sweeney	Comins, Martin, Hyde, and Sherwin.
Warren J. Stokes	Agassiz, Bowditch, Charles Sumner, and Robert G. Shaw.
Hannibal F. Ripley.....	Allston and Bennett.
Charles B. Wood.....	John A. Andrew, Bigelow, and Shurtleff.

Truant Office, 12 Beacon street.

Office-hours from 1 to 2 P.M.

ROSTER

OF THE

BOSTON SCHOOL REGIMENT.

1894.

BOSTON SCHOOL REGIMENT.

GEN. HOBART MOORE, INSTRUCTOR IN MILITARY DRILL.

ROSTER, 1893-4.

Colonel. — H. H. Hill. (English High School.)

Lieutenant-Colonel. — W. H. Rand. (Boston Latin School.)

FIRST BATTALION. (English High School.)

Major. — E. M. Fisher.

Adjutant. — G. E. Byford.

Quartermaster. — H. C. Higgins.

Sergeant-Major. — S. W. Stillings.

Quartermaster-Sergeant. — H. H. Morse.

COMPANY A. — *Captain.* — C. F. Poor, Jr.; *First Lieutenant.* — R. W. Pratt, Jr.; *Second Lieutenant.* — J. P. Cushman.

COMPANY B. — *Captain.* — A. R. Curtis; *First Lieutenant.* — C. B. Smith; *Second Lieutenant.* — F. W. Zeuner.

COMPANY C. — *Captain.* — H. S. R. McCurdy; *First Lieutenant.* — D. L. McCraith; *Second Lieutenant.* — G. H. Mayo.

COMPANY D. — *Captain.* — E. T. Cudworth; *First Lieutenant.* — A. S. Wentworth; *Second Lieutenant.* — H. M. Chamberlain.

COMPANY E. — *Captain.* — J. A. Logan; *First Lieutenant.* — G. E. Morrill; *Second Lieutenant.* — T. F. Minton.

COMPANY F. — *Captain.* — F. A. Daggett; *First Lieutenant.* — W. C. Whiting; *Second Lieutenant.* — G. H. Gleason.

COMPANY G. — *Captain.* — F. A. Emerson; *First Lieutenant.* — S. T. Weil; *Second Lieutenant.* — W. Simonds.

SECOND BATTALION.

Major. — C. E. Robinson. (Roxbury High School.)

Adjutant. — F. N. Brown. (Charlestown High School.)

Quartermaster. — G. H. Manks. (Dorchester High School.)

Sergeant-Major. — A. B. Delano. (East Boston High School.)

Quartermaster-Sergeant. — A. W. May. (West Roxbury High School.)

COMPANY A. (Roxbury High School.) — *Captain.* — M. C. Walsh; *First Lieutenant.* — A. G. Erikson; *Second Lieutenant.* — R. D. Warden.

COMPANY B. (Dorchester High School.) — *Captain.* — L. O. Hurd; *First Lieutenant.* — R. Mair; *Second Lieutenant.* — L. H. Naylor.

COMPANY C. (Roxbury High School.) — *Captain.* — C. H. Bucher; *First Lieutenant.* — F. Godfrey; *Second Lieutenant.* — E. Brooks.

COMPANY D. (Dorchester High School.) — *Captain.* — E. H. Storer; *First Lieutenant.* — H. Clark; *Second Lieutenant.* — T. McCarthy.

COMPANY E. (Charlestown High School.) — *Captain.* — H. M. Wing; *First Lieutenant.* — J. McLoud; *Second Lieutenant.* — W. B. Cooper.

COMPANY F. (Brighton High School.) — *Captain.* — T. W. Murray; *First Lieutenant.* — J. J. Kingston; *Second Lieutenant.* — T. F. Nelligan.

COMPANY G. (West Roxbury High School.) — *Captain.* — R. M. Currier; *First Lieutenant.* — J. C. Bailey; *Second Lieutenant.* — F. P. Meehan.

COMPANY H. (East Boston High School.) — *Captain.* — E. C. Emery; *First Lieutenant.* — W. W. Brooks; *Second Lieutenant.* — G. I. Copp.

COMPANY L. (Roxbury High School.) — *Captain.* — R. W. Downing; *First Lieutenant.* — W. E. Jewett; *Second Lieutenant.* — C. L. Anderson.

COMPANY M. (Roxbury High School.) — *Captain.* — O. H. Simmons; *First Lieutenant.* — P. J. Watson; *Second Lieutenant.* — R. B. Perrin.

THIRD BATTALION. (Boston Latin School.)

Major. — E. L. Logan.

Adjutant. — S. M. Pierce.

Quartermaster. — I. C. Watson.

Sergeant-Major. — G. W. Fuller.

COMPANY A. — *Captain.* — S. T. Frost; *First Lieutenant.* — A. W. Davis; *Second Lieutenant.* — C. S. Gifford.

COMPANY B. — *Captain.* — M. J. Cunniff; *First Lieutenant.* — J. W. Spring; *Second Lieutenant.* — F. O. White.

COMPANY C. — *Captain.* — J. W. Edmunds; *First Lieutenant.* — W. J. L. O'Brien; *Second Lieutenant.* — H. D. Montgomery.

COMPANY D. — *Captain.* — L. H. Parkhurst; *First Lieutenant.* — J. E. Murphy; *Second Lieutenant.* — B. T. Creden.

COMPANY E.—Captain.—C. S. Tilden; *First Lieutenant.*—E. J. Belt; *Second Lieutenant.*—F. C. White.

COMPANY F.—Captain.—W. W. Baker; *First Lieutenant.*—H. L. Morse; *Second Lieutenant.*—F. K. Bryant.

COMPANY G.—Captain.—P. A. H. Van Daell; *First Lieutenant.*—S. E. Hecht; *Second Lieutenant.*—D. F. Urquhart.

COMPANY H.—Captain.—R. L. Chipman; *First Lieutenant.*—J. R. McVey; *Second Lieutenant.*—A. E. Greene.

FOURTH BATTALION. (English High School.)

Major.—F. K. Dyer.

Adjutant.—O. P. Williams.

Quartermaster.—I. H. Kaufman.

Sergeant-Major.—G. T. Barry.

COMPANY A.—Captain.—J. F. Clapp; *First Lieutenant.*—C. E. Jennings, Jr.; *Second Lieutenant.*—C. S. Purdy.

COMPANY B.—Captain.—G. A. England; *First Lieutenant*—S. Fleisher; *Second Lieutenant.*—A. A. Libby.

COMPANY C.—Captain.—H. S. Banfield; *First Lieutenant.*—R. G. Badger; *Second Lieutenant.*—F. F. Colcord.

COMPANY D.—Captain.—L. H. Miller; *First Lieutenant.*—D. M. Pray; *Second Lieutenant.*—F. G. Hartwell.

COMPANY E.—Captain.—T. A. Ashley; *First Lieutenant.*—W. Rossosky; *Second Lieutenant.*—F. T. Bramer.

COMPANY F.—Captain.—H. S. Mork; *First Lieutenant.*—G. U. Bauer; *Second Lieutenant.*—J. H. Spitz, Jr.

COMPANY G.—Captain.—W. F. Howes; *First Lieutenant.*—C. Chipman; *Second Lieutenant.*—F. A. Ferguson.

DRUM CORPS.

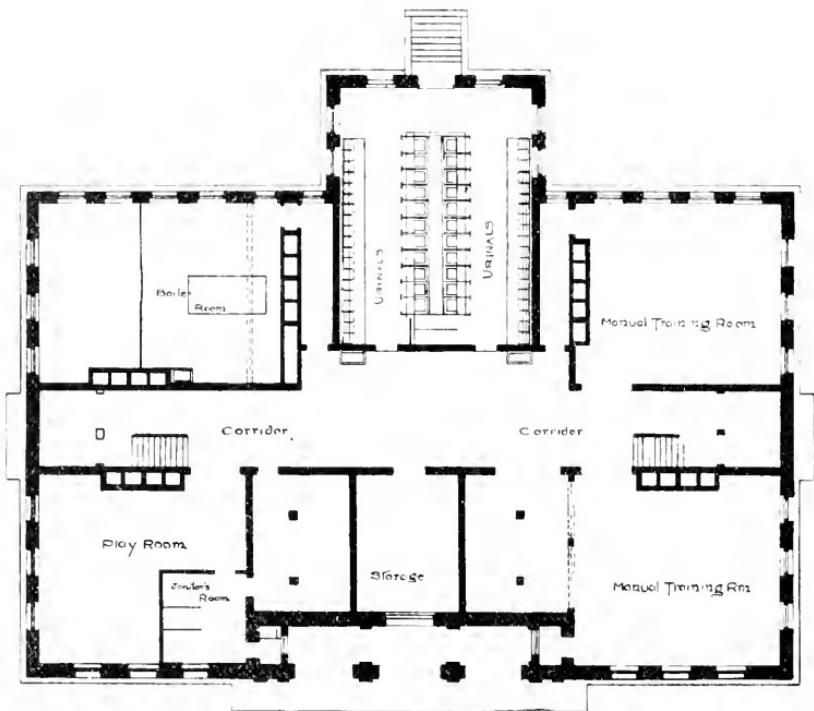
Drum Major.—D. M. Gage.

DESCRIPTION AND DEDICATION:

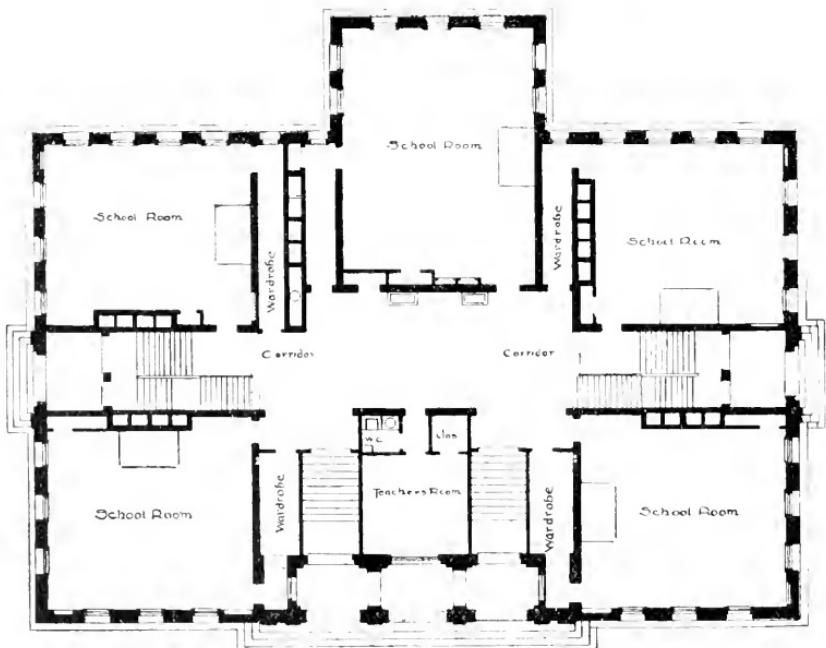
OF THE

AGASSIZ GRAMMAR SCHOOL.

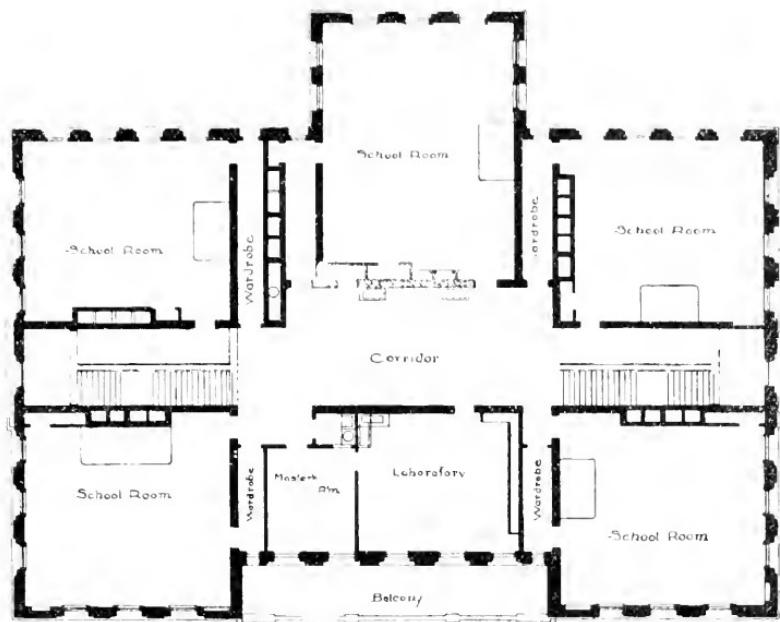
1894.



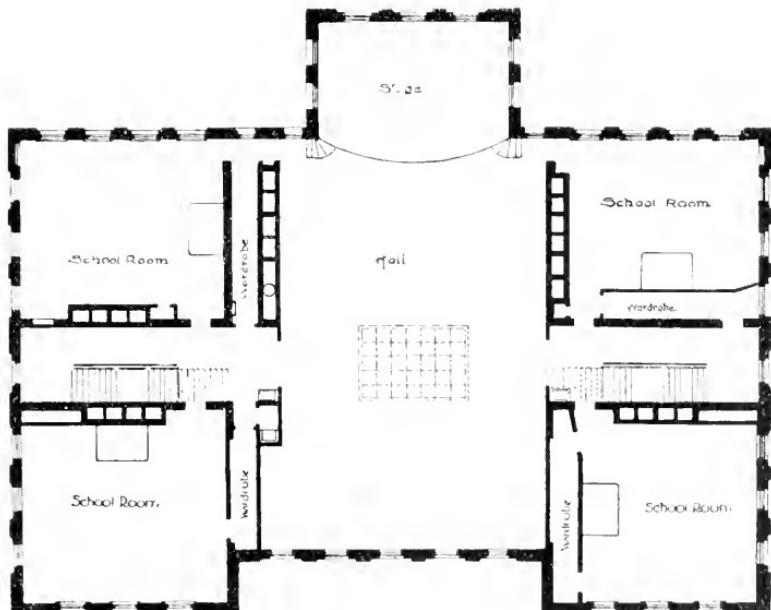
BASEMENT PLAN.



FIRST-FLOOR PLAN.



SECOND-FLOOR PLAN.



THIRD-FLOOR PLAN.

AGASSIZ GRAMMAR SCHOOL.

DESCRIPTION.

The Agassiz Grammar School-house is located on the corner of Brewer and Burroughs streets, Jamaica Plain. Its dimensions are one hundred and twenty by seventy-five feet. It is three stories high, and contains fourteen class-rooms, besides the exhibition hall, the master's office, laboratory, toilet-rooms, engine and boiler rooms.

The basement, with asphalt floor throughout, contains two large boilers, the engine-room, a large toilet-room, and two large, well-lighted rooms for instruction in manual training. On the first floor there are five class-rooms, and a reception room for the teachers. The rooms are large and well-lighted, and are finished in ash, as is the interior of the entire building. The second floor contains five class-rooms and the master's office. A system of speaking-tubes and bells enables the master to communicate with any room in the building. Adjoining the master's office is the physical laboratory, with a large glass-front cabinet for apparatus, etc. The experiment table is one of the latest design, covered with a preparation of lead to ensure against breakage of the apparatus in experiments. The third floor contains four class-rooms. In addition there is a large exhibition hall, with a sloping floor. Besides the ample side-lights which it contains, the hall is lighted overhead by an immense skylight. The building was constructed by Sampson, Clark, & Co., from the drawings and under the supervision of Mr. Edmund M. Wheelwright, City Architect. It is one of the best-planned and most complete school buildings in the State.

It is built of the best material, and the work has been performed in a thorough manner. Every feature which modern school architecture has developed is incorporated in this building. The Sturtevant Blower system of heating and ventilating has been adopted. The design of the building is of the Italian Renaissance. It is built of brick with terra-cotta trimmings. The roof is slated; the gutters and all exposed metal-work on the roof and flushings are of copper. Fire-alarms are on every floor, notwithstanding the fact that the building is fireproof. All doors lock from the outside, so that in case of fire or alarm an exit can always be obtained without difficulty. The prevailing color of the interior decorations is an olive green, with cream ceilings.

DEDICATION.

The dedication of the Agassiz School-house took place on Thursday, April 19, 1894, beginning at 10 o'clock, A.M., under the direction of the Committee on the Eighth Division of the Boston School Committee, consisting of Elizabeth C. Keller, M.D., Chairman, Samuel H. Calderwood, M.D., and Messrs. George R. Fowler, Walter Gilman Page, and J. P. C. Winship.

The invocation was offered by the Rev. James Yeames, as follows:

Let us pray: Our Heavenly Father, Giver of all good, Source of life and light, Thou very God of love, we worship Thee. We bless Thee for all the gifts of Thy providence. We thank Thee for the sunshine which fills the day with splendor; we thank Thee for all the truth which illuminates the minds and cheers the hearts of Thy children. We bless Thee, O Lord, for this day, and we bless Thee for this great gift which Thou hast granted to Thy people in the erection of this house for Thy service and for the benediction of the race. And as we gather together within these walls to dedicate this building to its high and holy uses, we invoke Thy prospering benediction. Here may Thy presence continually abide, here may Thy blessing rest upon those who shall have the charge of the precious and important

interests which are to be administered here. Let Thy divine blessing stay with the teachers, and let the same divine and abounding blessing be the portion of those who are pupils in this school. We pray Thee to grant great success to all the work that shall be conducted here. We desire to recognize this day, O Thou God of nations, the manifold and the wondrous and precious blessings which Thou hast vouchsafed unto us as a nation and a people. We bless Thee for the priceless gift of liberty which Thou hast granted to these United States; we thank Thee for all that has come down to us since that day, through the day immemorial when the strife ended which had for its issue the delivery of a people from bondage and oppression and the foundation of a republic to lead the van of nations, and to carry forward the blessings of peace, righteousness, and true liberty to the ends of the earth. We pray that Thy blessing may continually dwell with us in our beloved land. Grant us the righteousness which exalteth the nation, mercifully pardon our national sins, and deliver us from the sin which is a reproach unto any people. Hear us, we beseech Thee, in these our prayers; accept the homage of our hearts, our service of adoration and praise unto Thee, from whom every good gift and every perfect gift proceeds. To Thee we offer thanksgiving and blessing, and now may Thy presence and Thy smile make glad each heart before Thee, and may the memory of this day and of this sacred hour abide with us even unto the end of the day. And as we are met here to-day, so may we and the many families of this community who are represented in this assembly be found hereafter in the glorious assembly where Thou shalt be forever worshipped.

These things we ask in the name of our Savionr. Amen.

After singing by the choir from the school, Mr. Fred. G. Pettigrove, President of the Boston School Committee, delivered the following address :

ADDRESS OF MR. FRED. G. PETTIGROVE.

Ladies and Gentlemen, and Pupils of the Agassiz School: Coming here this morning to perform, as President of the School Board, the duty of delivering the keys, perhaps it might be more in keeping with the perfunctory part of that office were I to hand these keys to the Chairman of the Eighth Division Committee and retire; but I hope you will bear with me if, under the influence of this occasion, I venture a few words before performing that duty. To be sure the dedicatory address will be delivered by other lips, and you will have the pleasure

of listening not only to the history of this school, but to a portrayal of the life and character of the distinguished man whose name this school-house bears; and it would therefore not be fitting that I should make any extended speech either in regard to the house or to that name.

In the presence of many who knew him personally, some who were associated with him in his life work, I cannot hope to tell anything that will be novel; but I remember that many years ago Professor Agassiz was invited to deliver a course of lectures, and the fee named was larger than any sum that had been given to any lecturer in the United States. The reply was — to the everlasting honor of that name, and I say it in this community that sometimes is too much given up to the pursuit of wealth — the reply was, “I cannot waste my time in making money.”

I remember when I saw him the first time, before a committee of the Massachusetts Legislature. This portrait recalls him vividly and truly to my mind. He was talking to a legislative committee upon a subject with which, perhaps, they were little familiar; but he covered it with the glories of his rare scholarship, making the dry details interesting by the charm of his diction, and melting all hearts by the music of his voice. Boys, it is a great honor to have this school-house bear that name. It is an inspiration to every one of you to do all that in you lies to improve the opportunities you have here to become useful citizens.

Another thought comes to me this morning, which makes it impossible to proceed immediately to the delivery of these keys, and that is the day upon which this school-house is dedicated. There was a ceremony one hundred and nineteen years ago, at Lexington Green and Concord bridge. They are celebrating it throughout the State to-day. You will remember the day by the circumstance that this school-house is dedicated upon the anniversary of the day of the Concord fight. You will also remember it as being the anniversary of the day when, thirty-three years ago, the troops marched through Baltimore to the defence of the Union. All these things make an inspiration for this occasion.

Ladies and gentlemen, not to keep you longer from the exercises prepared by the committee, I will hasten to the completion of my official duty. Having received from the City Architect the tender of this school-house in December last, in the same month the School Committee voted to accept it. Since that time it has been occupied, the dedication taking place some months after the occupation. That is not an unusual circumstance, for the house-warming always takes place after the house has been occupied some time. This building takes the place of one that was originally called, I think, the Central School, but to which the name of Agassiz was given in 1885.

I congratulate the citizens of this district upon having this beautiful

building; I congratulate you upon having this temple devoted to the cause of education, plain on the exterior—plain and simple, like our New England life. May it be like that, productive of the highest examples of American citizenship.

Mrs. Keller, to you as Chairman of the Eighth Division Committee I present these keys, symbolizing the transfer of the custody of this building from the School Committee to the committee of which you are the chairman. It is with an especial pleasure that I deliver these keys to you, to be transmitted to the master of this school. It is particularly gratifying to perform this office, because it gives me the opportunity to say, in the presence of your friends and neighbors, that we esteem you as one of the best representatives of that movement, begun years ago, to give the mothers of the city a share in selecting the guardians of the great trust committed to the School Board of Boston. It is an extreme gratification to bear witness that in every position you have held upon the School Board you have dignified the office, and I congratulate the citizens of this district upon having a representative who so carefully guards their interests.

You will deliver these keys to the master of this school, and upon the completion of his trust he will transmit them to his successor, or to you or your successor.

ADDRESS OF ELIZABETH C. KELLER, M.D.

Mr. President, I regard it an honor, as Chairman of the Eighth Division Committee, to receive these keys from your hands. You, as the presiding officer of our School Board, have many things to endure, and to cause you care and anxiety lest you may not keep abreast with the times and yet be fair to all who have been chosen with yourself to look after the interests of our public schools. We are glad for all that comes into your life of joy and of gladness, and rejoice in having you with us to-day. We congratulate you upon your absolute loyalty to the interests of the public schools and the public welfare. I speak for the people of Jamaica Plain when I bid you welcome to your enjoyments to-day.

I receive these keys from your hands, and pray the Giver of all good things to make this beautiful building not only a comfortable place in which our children shall gather, but also a place where boys' lives may be moulded and characters formed which may result in good not only to the boy and to the later man, but also to the community and to the world at large.

Mr. Gibson, I am the one selected to address you, and to place in your hands the keys of this building. The question may arise in the minds of the people who look on while we engage in this ceremony,

"Why is there so much formality indulged in in the transfer of the keys from the hands of the architect to the hands of the master?" You may remember that the key has always been regarded as a symbol of power and authority, and we are a unit in our desire that this power shall be wielded for the highest good of all who shall, in the years to come, be under its influence. You, sir, I am sure will be true in this direction.

Boys, this building is yours, and you represent those who are to crowd it, who are to be among those who will come to it in the years which will make its history. I want to say a loving word to you. It remains for another to speak of the unselfish life of him whose memory we revere, and whom we honor by giving his name to this school. If Professor Agassiz is permitted to look down upon you to-day and upon your successes in your efforts to acquire knowledge here, it must add to his joy and his blessedness to be thus remembered by us and by you. Be faithful, be earnest and true, and thus follow in his footsteps.

I cannot pass by unnoticed the teachers of this school. Teachers, you are the most important persons outside of the homes of these dear boys. By your example and the character of your teaching, you exert an influence for time and eternity upon their lives. They are being moulded by you, at least in part, for what they are yet to become. Make them after a large pattern, and inspire them to what is holiest and best. Your faithfulness will be rewarded by Him who will not let even a sparrow fall unnoticed, much less the earnest, faithful work of those who have been called to mould lives for His service.

Parents, give your help and sympathy to these teachers, and thus lighten their burdens.

Mr. Gibson, I now commit these keys to your charge as the principal of the Agassiz School, asking you to transmit them to your successor in the work. The committee of your division extend to you their best wishes for your future welfare, and congratulate you upon the success which you have had as a guide and example to your boys, and trust that all who may yet be so fortunate as to become your pupils may join with those of the past in becoming men who are to be trusted to fill the places of importance in this our good city and State, and who may become the leaders in the great work of our nation. Your faithful work will not only be noticed, but rewarded also by Him who bids you to scatter the seeds of truth plentifully, leaving it trustfully to Him to add all that is needed for its development and final fruitage.

RESPONSE OF MR. JOHN T. GIBSON.

The reception of these keys, although accompanied with your kind words, reminds me of my insufficiency.

Thirty years ago, filled with the enthusiasm and hopefulness of youth, I approached my first school with no misgivings; but in these days of educational unrest, when the great problems of education are unrolled before us as never before, when more problems are presented than solutions, he would be a brave man indeed who could receive such a trust as this without feeling his own weakness. But with the aid of your wise counsel and the coöperation of these faithful and experienced teachers, I will do all that in me lies that these improved facilities and larger opportunities may not have been in vain.

Whatever advantages a well-equipped school-house like this may give, and whatever expectations we may have from its possession, our children will never make the progress which they ought, nor the progress which we desire, until our teachers cease to be burdened with the present excessive number of pupils. We spend much money and effort in making experiments in education, but what ought to be done in this matter is so plain that no experimenting is needed. All are agreed that forty pupils are as many as one instructor can teach to advantage.

In the high schools each teacher has only from ten to thirty; in the colleges, only from one to twenty. If parents knew how much their children lose when a teacher attempts to instruct fifty, sixty, or seventy pupils, they would rise in their might and demand a change.

Parents who have taken their boys from the grammar school and placed them in one of the Latin schools frequently remark that they wish it were not necessary, regretting the loss of the last two or three years of the course, but feeling that it is rather late to fit for college after graduating from the grammar school.

Also, parents who did not decide until the last year in the grammar school to give their boys a classical education often wish then that they had placed them in the Latin school two or three years earlier.

This shows conclusively that the connection between the grammar and Latin schools is by no means satisfactory — that the transference at any time from one to the other is attended with some sacrifice.

For many realize that the grammar-school course, now after so much has been added to it, is altogether too valuable to be lost, and that it is better than the corresponding Latin-school course.

In the latter no place is found for three important branches — drawing, singing, and manual training, while all three help to broaden and round out the grammar-school course as now adopted for the Boston schools.

The reason why the boy is handicapped who graduates from the grammar school and desires to fit for college is because he has no knowledge of the Latin language. If a foreign language should be introduced into the grammar school it would doubtless be decided that

a knowledge of French or German would be attended with the most practical results; but as long as the curriculum of the fitting-schools remains as at present, the foreign language which the graduate of the grammar school stands most in need of is the Latin, if he desires to obtain a classical education. How a boy may acquire this knowledge and still complete the grammar-school course seems to me of easy solution.

The making of courses of study is the prerogative of the Committee on Examinations, and must not be trespassed upon; but there can be no valid objection to the study of a foreign language by those who have sufficient capacity and ambition, provided no part of the other work is omitted.

This can be accomplished in two ways: first, both the study and recitation of the Latin could be provided for outside of the regular school hours, but this would put upon the instructors unnecessary labor and inconvenience, and might render the success of the experiment doubtful; second, the lessons could be studied at home and recited in school. Two half-hours a week, for instance, might be given to Latin, while the rest of the class were reciting in English grammar or composition, thus substituting work in one language for that in another. If more time were required, it could be taken from arithmetic, geography, or reading.

To complete the experiment two fifteen-minute exercises a week should be given in conversational French, that pupils may acquire at an early age a vocabulary of common French words, and learn their proper pronunciation while the organs of speech are in a formative condition.

Some pupils in the grammar school do not have work enough, but are waiting a part of the time for the rest to catch up; and a few come into the first class at the age of twelve or thirteen, who are hardly mature enough for the important work of that grade, but who should not be kept back a year unless additional work of a profitable character can be provided for them.

The elementary study of a foreign language would provide additional work for these two groups of pupils, besides rendering the connection between the grammar and classical schools much more satisfactory than at present.

The privilege of joining such a class should not be restricted to those who intend to enter college, but all those who have sufficient capacity and time should be encouraged to do so, even if it were known that their school life, in some cases, would end with the grammar school. Instances are not rare where men have learned one or more languages without spending a day in school. A two-years course like the one just

outlined would enable a boy of high aspirations to continue, without school or a teacher, the study of Latin and French.

It would make it possible for a graduate of the grammar school to enter the Latin school and fit for college easily in three or four years.

It is my intention to try this plan, or something similar, in the upper classes of the Agassiz School, and I invite all, especially parents who feel interested to confer with me in relation to the matter.

It would not be quite fair not to state that Latin has been studied in this school at three different times; this year no one is pursuing the study, but last year a boy obtained a good knowledge of elementary Latin.

For this work we shall not relax our efforts in teaching the three R's, nor in training up our boys to be "Americans for America," whether they are of native or foreign birth.

For this convenient school-house, the parents, teachers, and pupils of the district are indebted first of all to Mr. Capen, who began and carried through the movement that gave so many new school-houses to the city of Boston.

Let us hope that we may never forget his valuable services. My most sincere thanks are tendered to Mr. Wheelwright, the architect, and to those associated with him, for their uniform courtesy and kindness in listening to all my requests for additions and alterations.

The most important consideration in building a school-house is the heating and ventilating system. The prime recommendation of the heating apparatus used in this building is, that it *heats*; the prime recommendation of the ventilating apparatus is, that it *ventilates*—recommendations that can be justly given to few systems for these purposes. At no time during the past winter was there the least difficulty in properly heating and ventilating all these rooms, whether occupied or unoccupied. The same was true during the warm weather of last month.

I am proud, graduates and pupils, of this your gift to the school, these beautiful pictures and busts. It has been a labor of love with me the past winter, visiting you in your places of business and talking over events that transpired years ago, some of which I knew, some of which I did not know, and some of which it was just as well I did not know. I rejoice in your success in the various professions and pursuits of life which you have chosen.

I knew the school had strong friends among your number, but the extent of your loyalty surprised and pleased me. Your kind words and pleasant letters from those at a distance touched me deeply. They will never be forgotten.

I regret that pictures are not hanging on all these walls on this occasion.

It was found impossible to obtain in season the photogravures of Trumbull's great paintings, the originals of which are preserved in the Trumbull gallery, Yale College.

The four selected are — The Battle of Bunker Hill, Signing the Declaration of Independence, The Surrender of Burgoyne, and The Surrender of Cornwallis.

Owing to the size of the plates, it was found necessary to make a new machine and to rearrange the gallery where the work is done. When finished they will be the finest reproductions that modern skill and enterprise have given us.

They will be placed on the wall on my left, with portraits of Adams, Hancock, or Jay.

The other three walls will remain substantially as at present, except the bust of Shakespeare will be replaced by one of Cuvier, which has been purchased in Paris, but has not yet arrived.

The two fine portraits of Washington and Martha Washington, after Stuart, were presented to the school by that patriotic organization, the Sons of the Revolution, which is now placing one of these portraits of Washington in every public school-house in Boston.

The following also have been presented: The Battle of Lexington, by Wm. H. Cowee, whose son graduates this year; The Battle of the Monitor and the Merrimack, by the artist himself, W. F. Halsall, the well-known painter of marine subjects; a solar print of the Capitol at Washington, by the first class of the Bowditch School; Washington Crossing the Delaware, by Mrs. Paul Lincoln, whose five grandsons are graduates of the school; the statue of Sophocles, by the Misses White, through the Public School Art League of America; the bust of Webster, by Arthur Stephenson, a graduate of the school; the bust of Washington, by Mrs. James V. Poole.

The beautiful engraving of the Declaration of Independence was obtained from the Department of State at Washington, through Senator Lodge.

The busts and bas-reliefs in the corridors were contributed by generous citizens of the district.

To all these donors I extend, in behalf of the school, our most grateful acknowledgments.

But the commanding figure in this collection is the beautiful oil portrait of the great Agassiz, whose honored name this school bears. It was painted for a merely nominal sum by a former pupil of the school, Walter Gilman Page, a young artist whose paintings are so favorably known in the art circles of Boston.

The selection and rejection of subjects have been almost entirely in his hands. His fine artistic taste and his devotion to the work have been invaluable.

Two ideas, you will notice, have governed us throughout this undertaking — patriotism and a love for the beautiful.

Of the influence of such works of art upon the young a member of the Public School Art League will speak, and I am glad to leave that subject to one who can treat it so much better than myself.

But this building, and all the improved appliances which it contains, and all the pictures and other works of art which the graduates and citizens have hung upon its walls, are material only — merely instruments to assist in leading our children into paths of obedience, patriotism, and right living.

We shall be unworthy of the sacred trust reposed in us if we fail to keep uppermost in our minds, as our highest duty, the *moral welfare* of our pupils; if we fail to impress constantly upon the young minds intrusted to our care the precepts expressed in the Proverbs of Solomon: "Get wisdom; get understanding; forget it not, neither decline from the words of my mouth; forsake her not, and she shall preserve thee; love her, and she shall keep thee. Wisdom is the principal thing, therefore get wisdom, and with all thy getting, get understanding. She shall give to thine head an ornament of grace, and a crown of glory shall she deliver to thee."

At the close of Mr. Gibson's address, the choir sang the following Dedication Ode, written by William D. Holmes, M.D., a graduate of the school, of the class of 1876:

DEDICATION ODE.

Our God, who bids the tempest roar,
Who made all things both small and great,
Omnipotent forevermore,
To Thee this pile we consecrate.

May truth and knowledge ever be
The shining goal of our desire,
And may the name of Agassiz
With purpose high our hearts inspire.

Not as the laurel-crowned was he,
With fame as fleeting as the day:
His name is writ on land and sea,
In solid rock and yielding clay.

With patient research he explored
The secrets of the ocean bed;
He smote the rock, and forth there poured
The history of ages fled.

He was no zealot to deride
The God whose works he sought to scan:
A clear, pure light, a trusty guide,
A scholar, scientist, and man.

Not sculptured marble nor dull clay
Should such a life commemorate,
But let us in our lives portray
The virtues we would emulate.

So may the years rich largesse bring
Of effort and achievement great,
And fond associations cling
About these walls we dedicate.

The chairman introduced Rev. William J. Tucker, D.D., LL.D., President of Dartmouth College, who delivered the dedicatory address, as follows:

DEDICATORY ADDRESS.

Madam Chairman, Ladies and Gentlemen: The Agassiz School-house, which is to-day thrown open for our inspection, shows at a glance that popular education holds its place in the affection and in the imagination of the American people. Such a building as this is a part of our ideal world. Whatever may be the work which is here carried on, however practical it may be, however hard and severe at times the discipline may seem to be, here is a reminder on every hand of everything that is most enduring in art, and that which is best in American life and American history; and, best of all, as it seems to me, here is a reminder of the gratitude and the pride of the graduates of this school.

I acknowledge your generous hospitality as I come to you as one of your guests after having crossed the lines of the old Commonwealth.

It is a special gratification, I may be permitted to say, to take my place at this late hour beside my old-time friend and college-mate, whose continued and honored service is recognized to-day, as I see, in your enthusiasm as well as in your respect, as the master of the Agassiz School.

In the few words that I speak to you at this time I wish to speak of one of the questions, perhaps the chief question, which now confronts

us in popular education in its relation to those questions which have gone before. The history of popular education amongst us has been a consistent history. There has been an order, a logical order, in the development of education amongst us, and each question as it has taken its place has been followed in natural sequence by questions which it itself had given rise to.

We have reached, I think, the third great question in popular education, which we are now trying to solve; and, although it may seem to be in some of its details a school-master's question, I believe that it is equally a citizen's question, and it is in this aspect altogether that I shall refer to it at this time.

The first question which was decided was this—"How much has the State the right to demand?" The State, amongst us, rests upon compulsory intelligence. Democracy cannot afford to take the risk of chance intelligence. Chance intelligence means one of two things—usually both. It gives the control to the hands of the few, and it leaves a class in ignorance which can readily be imposed upon. It is always the knowing ones who rule, whether in a tribe, a monarchy, or a republic. It is not wise to leave any class in ignorance which may be imposed upon, certainly not in a democracy, because such a class will become the greatest drawback and barrier to all progress and to all generous civilization.

A traveller in the north of England, as he came out of his inn one morning, saw an omnibus standing by the door, advertising itself to run seven or eight miles into the country, with the somewhat singular placard, "First-class fares so much, second-class fares so much, third-class fares so much;" but there was no division into compartments, nothing to indicate any different condition of affairs. Out of mere curiosity he took his place in the omnibus, to see what would come of it. Everything went on with a kind of equality at first, but after a time they came to a rocky, muddy strip in the road, when the driver stopped and called out, "First-class fares stay in their seats, second-class get out and walk, and third-class get out and push."

There is always danger that somebody will be called upon to get out and push, and just as long as there is any one willing to get out and push the mud will be left in the road. It is the business of popular education to see that no class is willing to push so long as the roads may be made right, and popular education on the one hand makes the road right, and on the other hand relieves every class of the danger of imposition.

Therefore, democracy rests upon compulsory intelligence. It is not safe to have an ignorant man in the community—not safe for himself, not safe for the uses that society will inevitably make of him so long as

he does not understand how to defend himself and assert his rights. Therefore, under any lapse whatever in the laws which provide for compulsory intelligence there is danger, and every truant law which is rightly administered and wisely directed is a bulwark of American democracy. Every child that is thus taken away from the danger and risk of indolence is put in the way of responsibility and of adaptability so far as the scheme of American democracy is concerned.

That question of compulsory intelligence settled, the next question which came before the people was, "How much shall the State provide?" That was a more difficult question by far to settle than the original question. The original question almost settled itself, although it required some care in the machinery of the law; but the question as to the provision which should be made when the question of compulsory intelligence was once established was a question which, as many of you know, met with long and continued discussion. It was easy to pass beyond the three R's as a requisite for the highest American citizenship. The question was continually before the American people, in one form or another, "How shall we give the luxury of an education to those who may seek it?"

It was deemed that all education beyond the three R's was a luxury. The question was long discussed at that point, but finally the settlement of it was clear and decided: "It is the business of the American people to give, ungrudgingly, freely, lavishly, every source of inspiration and of intelligence that the growing child has the right to demand and has the capacity to accept." So that to-day everywhere, practically, throughout the country, the State throws open the doors of its school-houses, not simply for elementary education, but for education reaching far beyond, landing every child who may take his place there at the door of the college and university, and, in many of the States, providing for the most extreme results of education. If, in the older communities like our own, private institutions of the higher grade seem to have the right of way, it is not because the principle has not been carried out here that it is the business of the State to provide as much as the child of the State may reasonably ask for. We simply carry on our work in our own way, and make such provision as the State may reasonably call for in this regard. But the principle has been established, the question has been settled in various ways and to the last degree, that the State may provide everything that the child may call for.

Now, we are confronted by the third question, which is perhaps more perplexing than the questions which have gone before: "How shall the State teach the child — what in subject-matter, what in respect to method? How shall the State make the education which is now before us satisfactory and effective? The State has the child, the State has the

material; now, how shall the child and the material be put together in the most satisfactory way to accomplish the most satisfactory results?"

The question which confronts us in the lower grades of education is precisely the question which confronts us in the higher grades. No age was ever so enriched by the subject-matter of education as our own. We have held practically the old education; there has come in upon us the new education. There may be lost arts, arts that we shall never recover except by a certain equivalent, but there have come in upon us from the old the treasures of education of the past, and there are bursting in upon us from every side the great treasures of the new education. We are simply overwhelmed on every side with the riches of the subject-matter of education. How shall we make right use of it? How shall we discriminate? How shall we so analyze and so set apart in proper relation and in proper time the education that is before us that the child may pick his way intelligently from the very first beginning to the last and conclusive result of his education?

Now, the State as it enters upon this problem is vexed by certain questions which do not altogether vex those who are engaged in more private forms of education. There are certain facts which we must remember and which can never be put out of mind safely. First is the fact that the State educates the child at home, and must divide the time of the child between the school and the home. That is a somewhat serious matter. But, more than that, is the seriousness of the fact that the child is divided between the discipline of the home and the discipline of the school. I heard a very neat remark the other evening from Professor Peabody, of Cambridge, who said he believed in the voluntary education of young men provided he had the compulsory education of mothers. That is, given the starting-point aright, given the true laws of discipline and of growth at home, given an intelligent impulse following the child from the door of the home to the door of the school, then the problem of the school is comparatively easy. But we must remember that the State has to divide this responsibility, this discipline, and, to a degree, this impulse of intelligence, with the home; so the whole time of the child is not at the disposal of the State, but rather such time as it can gather and such influence as it can exercise.

Another fact which we must remember is that the State must educate every child with the probability that few will ever reach beyond the elementary stages. We must educate with a view to the fact that the child, from various necessities, will break off his education at a given point, that we cannot carry him beyond a certain stage, that the demands and responsibilities of life in various ways may so weigh upon

the child that all the education he can obtain does not go beyond the preliminary and elementary stages of the common schools.

Then we must bear in mind the still further fact that the State must educate the child with a view to the possibility at least of the most complete education. Side by side with the child whose education may be broken off at a given point sits the child whose education may run on far and wide into the future. The common school covers both alike, and as between the two no distinction can properly be made in respect to the kind of education which can be given.

So that what I have to say upon this point centres itself in these two or three thoughts, which I will simply state: that in following out and in trying to solve this problem of education I think we have wisely come to the conclusion, as school-masters and as citizens, that in early teaching and all along in method there can be no distinction made whatever in the teaching that goes to the child whose education is to be broken off, and to the child whose education is to be continued; that the elementary principles are the same, and that the rights of one, so far as he may go, are the rights of another, in the common heritage of education.

We sometimes say that the results of education to one who graduates from the elementary schools may be commercial, that the results of education to one who goes on may be more directly educational; but, after all, those distinctions are more mechanical than vital, for education and life are running most strongly and most naturally together, so that the educated man is the man who understands best the utilities of life, and that man has the power of being the most useful who has the most thorough discipline of education. We are breaking down all the artificial distinctions between the man who is headed this way and the man who is headed that way. The pupil at a given time may make his election, courses may be marked out for him which will guide him and assist him, but there should be no difference in the system or method of education of the boy who stops and the man who goes on. We are going back more and more to that common equality in education by which those who begin have the right and the opportunity to begin as they ought to begin and to go on by a consistent method, if they go on at all.

Another principle which I think we are coming to understand is the principle that, whatever may be the education which we undertake, that education shall be carried out in such a way that instruction shall be made interesting, and that whatever education one has shall serve as a stimulus and an impulse to further education, if he desires it. Now, here is the vast advantage of the new education. I can conceive that many a boy has been spoiled in his future life simply from the absence of

that kind of stimulus which comes to-day to a boy from the new education. Not every boy is to be put up on the old classical plane, not every boy is born to mathematics and the languages. There are boys who are born to the sciences, boys who are born to that interest in nature to which he who guides henceforth, by inspiration, this school was born, and every boy has the right of his own angle of vision and his own interest and stimulus in this world. So that at the very beginning, while there are the courses out of the old for the student, there are also courses out of the new, so that every boy may have the opportunity in some way to see nature, the world, life, and history in that which touches him and kindles most his imagination. That I believe to be one of the great advances which we are making in solving the problem of education to-day, in letting in the new by the side of the old.

One thing more — the solving of this problem very naturally works down. The universities and the colleges began it. It has worked down into the secondary schools. You have considered to-day the gist of this problem in the erection of this building, and the furnishing of it; and the problem will be solved only as we understand that the problem of teaching is the same from the very beginning to the very end. I have always insisted upon it that it took more genius to teach in a primary school than to teach in a university.

Everywhere we must see to it that the best quality is found; everywhere we must see to it that the best equipment is given; everywhere we must see to it that, be niggardly anywhere else, we cannot afford, for the sake of the common democracy and the land we live in, to be niggardly with those who shape the lives of those dear to us as our own, and that share the destiny of the nation.

So to-day — and I speak to you as your guest and in the great fellowship of education — we dedicate this building to the memory of a man who represented, beyond perhaps almost any man in the midst of us, the true attitude of mind and spirit towards science. We dedicate it also to the memory of a man who reminds us, in all the stirring questions which now beset us in regard to immigration, of the duty we owe to the life of the Old World. We dedicate this building to the construction of character on good, strong, and firm foundations. We dedicate this building to the opening of mind, as the growing boy may here get his first glimpse of nature and the world and the higher distances of his life. And we dedicate this building to the uses of the common citizenship and the country which it is the deepest honor of any man to love and to serve.

The CHAIRMAN. — Prof. Alpheus Hyatt, Curator of the Boston Society of Natural History, has been unable to attend

this dedication, and has written a letter to Mr. Gibson, the master of the school. I will call upon Superintendent Seaver to read the letter.

ADDRESS OF SUPT. EDWIN P. SEAVER.

I will comply with the request of your chairman and read the letter which we all regret exceedingly we must accept instead of the personal presence of the pupil and the lover of the district:

CAMBRIDGE, April 17, 1894.

JOHN T. GIBSON, Esq.:

DEAR SIR: I regret to write you that it has become impracticable for me to attend the ceremonies at the dedication of the Agassiz School-house, to which you have honored me with an invitation. I deeply regret this, because, as I understand from you, I was to have been called upon to make a few remarks upon the memory of the great man after whom the school-house has been named.

He was my teacher for eight years, during which I lived under his influence and had the privilege of more or less of his companionship. To honor his memory is not only a pleasure to me, but a sacred privilege that I do not willingly forego.

It is particularly suitable that school-houses should be dedicated to his memory, for, although a naturalist of the first rank and devoting his efforts to a great extent to the education of a small class of selected special pupils, he not infrequently gave public lectures, and was always a sympathetic and earnest advocate of the teaching of natural history in the public schools, and gave his help without reserve to all teachers who asked for it. He constantly taught his pupils that the future progress of pure science in this country must largely depend upon the good-will of the people, and he undoubtedly helped more than any other man to create that popular respect for the profession of a naturalist which we now find throughout this country.

He, as the intellectual heir of the great naturalists under whom he had studied in Europe, Oken, Cuvier, and others, advocated the only method of work which leads to the fullest development of the mind—*the method by which the individual is taught to work out his or her own results.*

Boys, there is a sentence for you!

Agassiz' advocacy of this method was carried to such an extent that he insisted it ought to be applied in the lowest grades of public schools to all subjects, that it was the only way to get the mastery of any subject. The radical nature of these opinions can only be realized by those who remember the rigid and unnatural character of the methods of instruction

general at that time in the public schools, and how little attention was paid to the individual. I have lived through this old period when the mechanical ability to memorize any subject was honored with the highest awards in the school and university, and the ability to think and to do original work was left to the haphazard cultivation of the outside world. Agassiz' method, as it was called, was, as teachers told me, tried and tried again, but it always failed and always must fail, because you could not deal with pupils as individuals, you must drill them in masses like soldiers. It was of no use to appeal to the facts; to state that the making of men who were to move as automatons in a great organic machine, like an army, could only be accomplished by a discipline that tended above all things to destroy independence of thought and will, whereas the public schools were aiming to make good citizens, men whose thoughts and wills should be independent and free, tempered only by the restraints of reason taught them by a good system of education.

Even to this day the remnant of this feeling is strong, and the practical results are almost as efficient in destroying the best results of the work done by the better class of teachers as they were in the old time. The old system abhorred the special teacher, it sustained the man or woman who taught every subject to the same roomful of pupils, perhaps numbering from one to two hundred. Even at this day, and I am told in this very school-house which you are dedicating, the class is still twice the size that admits of the best results. With twenty to twenty-five pupils in a class the teacher can give proper attention to the individual peculiarities and wants of each one, and can perhaps really get time enough to do solid work in showing pupils how to use their eyes, their ears, and their brains, how to get together a series of facts from the study of real things, how to put the knowledge thus gained into proper form in their thoughts, and how to express it in their own words. It is a great gain that the size of the class has fallen from a hundred to fifty, but this is not by any means the proper number. Teaching can never be what it should be until that number is reached which will enable the teacher to do his work with proper reference to the wants of each individual in the class.

The wise and practical men say it costs too much. They objected in these same terms fifty years ago, with reference to the demand for smaller classes when the class was twice the size it is now. They have not learned from experience, but I think the advocates of small classes have learned, that the results so far obtained justify all the expenses incurred, and that still greater reduction in members is necessary.

In conclusion, permit me to say that I have lived to see the triumph of the principles of teaching which Louis Agassiz advocated, in so far as the best teachers of all classes have adopted them, and now strive to apply them, and there is, I think, a fair prospect that I shall live to see them universally accepted and applied. While it will never be practicable to make investi-

gators out of school children, it is practicable to make them see and think intelligently about the things around them, according to these same methods.

I find I have written you a long letter, which you may read if you desire and it appears to you fitting.

Yours respectfully,

ALPHEUS HYATT.

After reading you that letter, ladies and gentlemen, and boys of the school, I hardly like to consume more time in discussing the general principles of education which have been so well treated by the orator of the day and so well followed up in this letter.

I am glad the orator of the day has followed the trend of educational thought at the present time, and has come upon the real question which faces the country to-day—How are the grammar schools, the common schools of the people, to be so shaped that any boy or girl advancing through the grades thereof is not cut off from access to the highest institutions of learning?

Your master in his remarks pointed out that there were certain mechanical difficulties in the way of boys of this school, if they had a desire to so fit themselves, to begin fitting themselves at an early age for the university; that there was a certain alternative—either to give up the two or three last years of your excellent grammar school, in order to go to the Latin school and fit for the university, or stay here and then begin your preparation for college at a late period in life.

Now, that is a serious difficulty, a perplexing alternative. How is it to be overcome? Your master has made a suggestion which I trust the School Committee will act upon. He has suggested that you may begin the study of Latin, of French, of German, of algebra, or of any of those branches necessary to take in the early part of a course for the university, in this school at an early age. Then it will not be necessary for you to leave this school and go to the Latin school until the time comes for you to graduate from this school, and then when you do go from this school to the Latin school to finish your preparation, you will already have done a good deal of work in the direction in which you wish to go.

As it has stood heretofore, boys, if you stay here until the end of the grammar-school course you see you are a little too late to begin your preparation for college. Considering your age you are a little too late for that, and so the temptation is to give up your desires in that direction and take some other course. You seem to be side-tracked, as it were. Now, the problem, stated in a few words, is this — to place your grammar school and all the other grammar schools upon the main track, so that whenever a boy takes fire intellectually and feels that he must go

on and be educated at the university or at the Institute of Technology, he shall not be obliged to take another train. He can keep right on in the same course, and when the time comes he will find that he has reached the university or the other higher institution. Some thing of that kind, I suppose, was shadowed forth in the remarks made by your principal.

But I was asked to say a word in memory of Agassiz. It has, of course, been impossible for me to prepare anything like a tribute in the very short time that has elapsed since I received the letter which I have just read.

I will allude to but just one point in Agassiz' character, which, as I think, constitutes the greatest part of his claim to recognition by the American people. He was, as the letter of Professor Hyatt has expressed it, a naturalist of the first rank. He came to this country at the age of forty years, his intellectual powers well developed, his career well marked out, his reputation as a naturalist among naturalists in Europe well established. He was dealing with them on the questions then open for discussion on equal terms. He came to this country first as a temporary visitor. His large and generous nature at once found him friends here. He fell in love with the people he met in America, and the American people fell in love with him. It was not merely his companions at the university in Cambridge, it was the people everywhere who flocked to listen to his eloquent lectures—people of all sorts and conditions. The name of Agassiz was known not only in circles of scholarship and literature, but it was a familiar household name at every farmer's fireside and in every fisherman's cottage from the end of Cape Cod to the top of Berkshire Hills. Not only that, his name was almost equally familiar throughout our broad land, from the Atlantic to the Pacific, and from Lake Superior, where he made most interesting studies, to the shores of the Gulf of Mexico, with which he was equally familiar.

But his reputation as a naturalist, great as it was, was not the cause of his great popularity in America. It was that large, warm, and quick human sympathy of his, which flowed out abundantly and met most gratifying response wherever he went. He loved America and America loved him.

Repeatedly he refused most attractive appointments to professorships and to high positions in Europe — appointments which must have been most gratifying to him, appointments which would have restored him to the friends of his youth and the scenes of his boyhood. But he put them all aside, and in the spirit which has been alluded to—that he had no time to waste in making money—he told the government of France, in declining that splendid position that was offered to him in

connection with the Jardin des Plantes in Paris, "My refusal is not because I am engaged in some tasks which will take me a few years to accomplish: my work in America is my life work, and I cannot leave it."

And in that decision I believe his great love for the American people had quite as much to do as even his scientific enthusiasm and his desire to complete his American life work.

I thought that perhaps the boys of the school might like to listen to a few lines written some years ago by Longfellow concerning Agassiz, because in a very few words they present to you his character in the most charming way. So I copied the lines from a book, and have them here, that you may listen to them.

Agassiz was born in the year 1817 in the part of Switzerland called the Pays de Vaud—the name occurs in these lines. When he was fifty years old he was living with us in Cambridge. He came here at the age of forty, and had been ten years in this country when the poet Longfellow wrote these few verses in memory of his fiftieth birthday. These I shall read, and therewith conclude my remarks:

" It was fifty years ago,
In the pleasant month of May,
In the beautiful Pays de Vaud
A child in its cradle lay.

" And Nature, the old nurse, took
The child upon her knee,
Saying: ' Here is a story-book
Thy Father has written for thee.'

" ' Come, wander with me,' she said,
' Into regions yet untrod;
And read what is still unread
In the manuscripts of God.'

" And he wandered away and away
With Nature, the dear old nurse,
Who sang to him night and day
The rhymes of the universe.

" And whenever the way seemed long,
Or his heart began to fail,
She would sing a more wonderful song,
Or tell a more marvellous tale.

“ So she keeps him still a child,
And will not let him go,
Though at times his heart beats wild
For the beautiful Pays de Vaud;

“ Though at times he hears in his dreams
The Ranz des Vaches of old,
And the rush of mountain streams
From glaciers clear and cold;

“ And the mother at home says, ‘ Hark !
For his voice I listen and yearn :
It is growing late and dark,
And my boy does not return ! ’ ”

The CHAIRMAN.—Ladies and gentlemen, it is not necessary for me to introduce to you the next speaker. He is one of our own townsmen; he has been the playmate of many of you. He was our neighbor and friend, and a graduate of the class of 1879,—Mr. Wilton L. Currier.

ADDRESS OF MR. WILTON L. CURRIER.

Madam Chairman, Fellow-Citizens, and Fellow-Graduates: It gives me great pleasure to stand here to-day and say a word at this dedication in behalf of the graduates of this school—those, especially, who have graduated here since the advent of our much-esteemed former master; to set forth, inadequately though I may, the attitude, now and ever, of the graduates to this their school. I appreciate, let me assure you, the honor thus conferred upon me, and my only misgiving is, lest I fail to do justice to the occasion.

The graduate changes: the school remains to him in a measure the same. The graduate changes in many ways—with respect to his political and other rights, privileges, and duties; in all those things which constitute the life which he lives; and especially, let us hope, changes, enlarges, and improves in his views in regard to all that he finds in the world, his opinions gilding

“ with varying rays
Those painted clouds that beautify our days.”

The boy resorts to his school as to some life-giving spring; sometimes “ with shining morning face unwillingly;” but we can overlook

this unwillingness, if he only appreciates more and more the value and power of those pure, deep waters.

And then the boy goes forth from the school to something else. The world is before him and yet with him; growing deeper and richer in its meaning; telling him that while things above must not be forgotten, still there are possibilities for man; that though "the heavens" do "declare the glory of God, and the firmament sheweth His handiwork," yet, on the face of the broad earth, and apart, in a certain respect, from nature, the senses know of no object so great and so glorious as man and the works of man.

The boy carries with him something besides the mere facts which he has learned, the mental processes which he has mastered, the sciences and arts which he has acquired. There is all that intangible element which is the unsuspected result of the various influences to which he has been subjected, whether personal or flowing from the subject-matter of his studies. Perhaps the most important result of his course, however, is mental training, a conception of intellectual and educational methods, systematic habits, and the ability in some measure to do independent work, to manage himself. Yet I need not say that there is always room for progress along these lines; but it is well if a beginning has been made. If a youth has these powers to work with, can we not say that the paths of knowledge are open to him? To this question we must answer, I believe, in the affirmative. If any one doubts, we must point to our self-made men.

And here I would say with respect to you, sir,—you who have been a master to us all,—that he may deem himself fortunate who has been under your influence and instruction; and to the unqualified truth of this only too conservative tribute, I would attest the esteem in which this school is held throughout our entire community. We congratulate you most heartily upon this occasion. Others—your coworkers—we would gladly mention; but, though words be not forthcoming, recollections there are, in the minds of us all, that supply every defect in the utterance. Be assured, sir, let all be assured, that honest work, genuine interest, and a just enthusiasm are not unappreciated or forgotten.

The happy days we passed here, whether at our desks,—and in rooms that were often decked in the flowers of spring and early summer, or at play (which boys will have, I believe),—at play or other relaxation under yonder spreading elms, can never be anything but a pleasing recollection.

Each renewal of our school associations, therefore, is, or ought to be, a powerful aid in enabling us to press forward in the fulfilment of that never-to-be-forgotten admonition, "Wisdom is the principal thing; therefore get wisdom; and with all thy getting, get understanding."

It was at the old building that most of us were instructed, but we come here to-day feeling that we can almost forget that circumstance in our delight that others are to enjoy the benefits of this commodious and splendid structure. The graduates are second to none in their gratitude to all who have contributed in any way to bring about the results which surround us here to-day. We rejoice because of all that art is to do here, now, and hereafter. May the home and the school join in impressing upon youth that for them and for all of us there is but one government, one country, one native land; that, compared with our own, all other countries are as naught, for them and for us. Then will our country be something more than an experiment, and Paul Revere, as prophesied by the poet, will not have lived in vain.

The CHAIRMAN.—We have with us to-day one who is known to you all, and who perhaps has done more towards buying land and the erection of school buildings for the use of our schools than any other man to-day in the city of Boston. I am told, too, that he is the youngest graduate of Dartmouth present with us to-day. I understand that a degree was conferred upon the gentleman last year—I allude to Mr. Capen. Mr. Capen is down for an address, but he tells me he has a cold, much as I have. He is more hoarse than I am, however, and so he wants Mr. Hill, the master of the Bowditch School, to read the paper he has prepared. It will not tax his voice very much for him to show himself to you.

REMARKS OF MR. SAMUEL B. CAPEN.

Mrs. Chairman, Ladies and Gentlemen: You would not think that I was a graduate of Dartmouth College of last year, as I have been introduced. You would think that I was an undergraduate, had been to a ball game, and had been yelling so much that I couldn't speak aloud. You know there is nothing so dead in this world, the old adage is, as an ex-president, and my voice to-day seems to bear out the adage. When I found yesterday that I had this cold I felt very sure that I could not safely speak here to-day, and I therefore put in typewriting a few words which I should have been glad to have said if my voice had been in condition. As Dr. Keller has stated, I have asked our friend Mr. Hill to read the words. They have one recommendation—they are exceedingly brief.

REMARKS OF MR. CHARLES W. HILL.

Mrs. Chairman, Ladies and Gentlemen: I am fully aware of the fact that if there is any one in this community who deserves the most profound sympathy it is one who undertakes to stand between Mr. Capen and his own words. I am permitted by the chairman of the committee to preface what I shall read from Mr. Capen with a word of congratulation from the companion school of this. I feel that I should not do justice to my own feelings, and should not rightfully represent the school of which I am the master, did I not say a word in its behalf.

I wish to say simply this, that with all our hearts we congratulate the honored master of this school, this splendid corps of teachers, and these boys, in the grand success which has attended their efforts in the erection of this school building, and in placing this school at the very forefront of the schools of Boston.

Mr. Hill then read the following remarks prepared by Mr. Capen:

In being asked to speak "for the community," the first thought is of the variety of interests and conditions which go to make up this community. There are the poor and the rich, the ignorant and the learned, the young and the old; and yet I am sure if it was possible to get these all together and ask them what I should say in their name, I should get this answer, "Tell the boys not to waste their school days, but to have a grand purpose at the very start and be determined to make the most of life."

Some of you, I have no doubt, think at times that you have not as good an opportunity and chance in life as many others. But *opportunity* never made a man unless there is a man ready to take advantage of that opportunity. An incident is told of the late Chief-Justice Chase, who once stopped at a little railway station in Virginia, and was informed that it was the birthplace of Patrick Henry. He immediately went out upon the platform, and, admiring the magnificent scene which met his gaze, exclaimed: "What an atmosphere! What a view! What glorious mountains! No wonder Patrick Henry grew here." "Oh, yes, sir," replied a native standing near, "that is very true. Yet so far as I have heard, that landscape and those mountains have always been here; but we haven't seen any more Patrick Henrys."

We see men making great successes in life, and we think they were born to be fortunate; but it is not so. They succeed because they have

been inspired by a purpose for years, and have worked steadily to the one end. When we see the successful scholar, remember the patience of the class-room; when you see the successful surgeon, remember the care and precision he showed in the dissecting-room; when you see the successful merchant, remember his fidelity as an errand-boy; when you see the successful mechanic, remember how he was the victor over the drudgery of the shop, and how he never took his eye off from the goal. Unless you have some noble purpose, your education will be like the dead machinery in a well-equipped factory when the power has not been applied. Have a purpose, boys, at the start; do not waste your opportunities, for they never can return. Live to get something of value, that you may have something of value to give to others.

I am sure, also, that this community would have me speak a word of encouragement to all who are here to teach. You all know that we believe that the profession of a teacher is of supreme importance, and its power for good is unchallenged. Our public-school system is based upon the fact that it is essential to the safety of a republic that its boys and girls should be fitted for citizenship. But education of the brain is not sufficient, for there must be, above all things else, an education of the conscience. It has been well said by another that we need to add to reading, writing, and arithmetic, formerly called the "three R's," a fourth "R," viz., *Righteousness*; and instructors cannot teach this unless they exemplify it in their own lives. As back of the sermon is the preacher, so back of the text-book is the teacher. It is not what you *say*, friends, but what you *are*, that is to shape these lives. This community believes in you, in your fidelity, in your earnest purpose, and so we trust these boys out of our homes into your hands. Weave the very best you have into them, so you will be willing to see your workmanship again some day, for this foundation work is to be the basis of these characters through the ages.

The CHAIRMAN.—For a good deal of the art which is displayed in this building we are indebted to the Public School Art league of America. We have here the secretary of that league, whom I will call upon to address you,—Mr. John Lyman Faxon.

ADDRESS OF MR. JOHN LYMAN FAXON.

Ladies and Gentlemen: I am happy to stand here to represent the Public School Art League of America; and I am eager to assume and take all possible credit for the intelligence and love which has placed

the beautiful objects upon these walls. I take this credit because my friend, Mr. Page, is an honored member of our board of directors; but the real credit, in this particular instance, belongs to Mr. Page.

Many of you will remember Lord Lindsay's apotheosis of art, wherein he likens art to the Father, Son, and Holy Ghost: Architecture, as to the Father, by the harmony and proportion of its attributes; Sculpture, as to the Son, the incarnate form or outline; Painting, as to the Holy Ghost, the smile of God.

It is to bring the children of our public schools to a full understanding and right appreciation of art, so beautifully expressed by Lord Lindsay, which constitutes the *raison d'être* of the Public School Art League. The league does not intend to conflict with, to dictate, or by implication to criticise, the methods of art education in the schools; though I do say, for myself alone, that those methods are open to serious questioning and are productive of more harm than good.

The work of the league is not intended to supplement the course of instruction in art, nor does it seek it as an ally. The object of the league is its own; it is purely moral and aesthetic in its nature, aiming to broaden, elevate, and refine the mind, not to make clever draughtsmen, or to correct portraiture.

It must surely be granted, in whatever light the general public understands art, that there do exist definite and unalterable laws as to what constitutes true art, and that the world has had and now possesses noble examples reflecting what true art really is; and so it is the aim and work of the league to place before the children of the public schools the best obtainable illustrations of all that is best in art, and by the silent, yet ever present and potential, influence of such examples to engage and train the eye to recognize right standards, and through the eye to exercise and elevate the mind to a right understanding and sympathetic appreciation of the truly beautiful, that it may learn to reject the false, to approve the true.

In the elevating, refining, and ennobling process of human nature there are two — and to my thinking only two — great forces, namely, art and religion; co-equal, and, in right state, inseparable. This is so because both are essentially divine, essentially pure, essentially noble, and minister, when rightly exercised, to our intellectual faculties, our higher nature, and not to our material comfort and existence. As the educated and travelled architect, sculptor, or painter, who has been brought into immediate contact with and subjected to the all-powerful, intangible, and indescribable influence of great works of art, is a better architect, sculptor, or painter, a man of wider sympathies, of higher thoughts and nobler ideals, than one who has not been subjected to these influences, so in a measure, as the same kind of influence is exerted, will the layman

become a man of higher thoughts and nobler ideals as he becomes acquainted with and by familiarity, in love with art.

As there is much truth in the old saying, "You can't teach an old dog new tricks," so the league believes that its work should begin with the young, and that the hope of a renaissance of art in America rests in teaching the young to know, to understand, to appreciate, and to love all that is best, and only that which is best, in art.

And as the sands of ages and the dust of millions drift over and entomb the civilization of our time, may the searcher of ancient history in the far-off centuries of the future, find that the people of the twentieth century after Christ have left as honorable a record of true civilization as we now learn from the buried fragments of long ago—of Egypt, Greece, and Rome.

In conclusion, I would say that, so far as the league is concerned, its work is purely a labor of love. The value and the progress of that work depend upon public sympathy and encouragement. We cannot do our work, we cannot place on the walls of every school-house in Boston examples of such work as you see here, without money, and upon the public we must depend for the money that makes our work possible.

After a song by the pupils of the school, the chairman introduced Mr. Walter S. Parker, master of the Everett School.

ADDRESS OF MR. WALTER S. PARKER.

I thank you for your very kind reception.

I am always glad to speak to the boys. There is a responsiveness about childhood that adults do not have; there is a delight in teaching them that it would be impossible, it seems to me, for the college professor to know. It seems to me that the college professor does not know the joy of teaching. I like the boys' simplicity and their pure, open honesty.

Just one word. As I am a parent, having three boys and three girls of my own, I always take occasion upon every opportunity of speaking from the parent standpoint. My reason is this,—although it would seem to me from the audience I see before me in this building, and from the associations here, that it was almost unnecessary to state it here,—that a school cannot be a good school without the hearty coöperation and sympathy of the parents. It is impossible. While I would elevate the teacher's position far above anything else in connection with the school except the individual child,—and of course the school is for the

individual child, not in the mass at all,—so I would say that the parent must give his sympathy and her sympathy in order to have this school a success.

I am very happy to say that I have always found out in regard to the parents that those who know about us most thoroughly are our best friends, and believe in the school and in the methods that are carried on.

Now, I know that brevity is the soul of wit, and I simply want to call attention to one thing. In the education of the child there is one danger that must be recognized. We all talk about it, we say we don't believe in it, and yet we practise it. The nature of the child is made up of three elements—physical, mental, spiritual. They cannot be divorced. The body, the temple of the living soul, when it is weak—unfortunately and paradoxically, as it may seem—is our master, and we are carried away with passion. When it is strong it becomes our servant, as it ought to be.

Now, we do a great deal in the line of the intellectual, but it seems to me we lose sight oftentimes of the physical, and then there is difficulty with the spiritual. Now, what is there about this school above this beautiful colonial style, simple and plain—these surroundings so beautiful? What is there above that? What is it that makes all that is here so beautiful and good to us? It is the spirit and the atmosphere in this school, and that is spiritual. It cannot be examined into, and yet it is the vital thing in connection with this whole matter—the spiritual element.

Washington was not a great scholar; he had not even an ordinarily liberal education for his time. Why does he stand out so preëminently, with one exception, above all our Presidents? Three members of his cabinet excelled him in scholarship, in ability, in quickness of mind, but it was this great moral element, this high purpose, that has been spoken of here to-day, the great moral power of the man, that constituted his greatness.

One word more, in regard to the one exception I made in the long line of Presidents. If you will remember the bust downstair, it looks down upon us as we knew him early, before he carried on his heart the salvation of this great country. Some one has said of him, "He had no ancestors, he had no fellows, he has no successors." He stands out preëminently a man of the people, the simple, plain, real man that he was. Of course, I need not speak his name. Some one has said that "He had intellect without arrogance, he had genius without conceit, he had religion without cant, and it was his greatest glory that, although he had supreme power, he never used it but on the side of mercy"—Abraham Lincoln.

One word to the boys. Why is it that Washington is so dear to us

all? Not on account of his intellectual ability. Why do we hold the memory of Lincoln so dear? It is on account of that beautiful kindly spirit that they had.

The CHAIRMAN.—The next speaker on the programme is one of my fellow-workers on the School Board, with whom I have had a great deal of pleasure in transacting business in the interest of the schools. She was introduced at the Bow ditch School dedication as an all-around woman. I now wish to introduce her as a perfectly square woman, without being angular. She is straight up and down without being dogmatic — Mrs. Emily A. Fifield.

ADDRESS OF MRS. EMILY A. FIFIELD.

It is too bad to talk so much to the boys, but Dr. Keller has told me that I must say a word to the boys. Of course, on an occasion such as this, it must be a word of congratulation.

You must now settle down to work. The girls of Jamaica Plain push you hard, and they always will. You have had, as Mr. Capen has told you, a splendid time, have got your new school-house, and you have been told by Mr. Seaver to now keep it on the right track. I know you have listened carefully and attentively to all that has been said here this morning, and if it has sunk down deep into your hearts you will have a beautiful school. Its charm will not lie in the beautiful new building, its splendid adornment, or its surroundings, but, just as Mr. Parker has said, in the spirit of the school — *l'esprit de corps*, "the spirit of the body," and the body of the Agassiz School must be the boys.

If you become inspired to accomplish the best possible results in this school, if you become zealously interested in your work, if you find out that knowledge is power and pursue the paths of knowledge, then we shall all be so glad that we have lent you the name of a great man. It is our wish, too, that every hour you spend in this school shall be a happy hour as well as an improving hour, and that you may have only pleasant memories in connection with your school.

The CHAIRMAN.—I shall now call upon one who knew Professor Agassiz, and who was a friend of our honored Garrison, Emerson, and Phillips — Mrs. Ednah D. Cheney.

ADDRESS OF MRS. EDNAH D. CHENEY.

Friends and Neighbors, I cannot imagine any reason why Dr. Keller should call upon me to-day, unless it is that I once had the honor of being a defeated candidate for the School Committee, when we were a little town and hadn't woman's suffrage; and as ever since Bunker Hill we Americans have had an idea that a defeat was better than a victory, I have plumed myself upon it ever since.

When I came into the school, of course the two things in my thoughts were these—the honored man for whom you have named this school—of whom I will say nothing, because so much has been said—and the boys who are going to be the recipients of everything good in connection with the school. Instead of the morality and everything else that I would like to preach to you, I am simply going to say one word. I was so unfortunate as to be brought up without any brothers, and, knowing very little of boys, as I once said, their nature was terribly repugnant to me. I remember once when on a school ship of boys, I felt as though I was in a kind of powder magazine. But I now always look upon boys as like a spring, so full of promise. There is just one maxim I have learned out of my long life, and that is never to despair of a boy. Whatever superabundance of fun and life and mischief, and of all sorts of things, he may show, if he only loves his mother, if he only respects his teacher, if he only has an admiration for great men, I know he will come out right in the end. So I only wish that I shall live long enough to see every one of you grown into the noblest generation of men, who will be a credit to our town and our country.

The CHAIRMAN.—There is quite a number of people here whom I would like to call upon. I see them as I look behind me and around me; and yet time passes and I must refrain.

We have had a good time. Boys, I know you will always remember the dedication of your school building, and will do honor to the name of the great man in whose name we have dedicated it to-day. We will now have a song,—“America,”—and we will ask the entire audience to stand and sing it with all their might.

The exercises were closed with the singing of “America” by the audience.

AGASSIZ SCHOOL-HOUSE DECORATIONS.

Perhaps the most interesting feature of the Agassiz School is the collection of photographs, engravings, and casts, which adorn the walls of the hall and corridors, they being reproductions of standard works of art, both ancient and modern.

It might also be well to call attention to the fact, that probably no Grammar school in the country contains so choice a collection of objects, designed to appeal to the aesthetic sense of the pupils, and whose practical uses in the cause of education cannot be overestimated.

It is impossible to give too much praise to Mr. John T. Gibson, the master of the school, to whose indefatigable efforts and enthusiastic devotion to the work is due this art collection.

A complete list of the pictures and casts is given below.

*LIST OF PICTURES AND CASTS.***Hall.**

1. OIL PORTRAIT OF LOUIS AGASSIZ.
Painted by Walter Gilman Page.
- 2-5. Four photogravures of Trumbull's famous paintings, the originals of which are in the Trumbull Gallery, Yale College.
 - BATTLE OF BUNKER HILL.
 - SIGNING OF THE DECLARATION OF INDEPENDENCE.
 - SURRENDER OF BURGOYNE.
 - SURRENDER OF CORNWALLIS.
6. WASHINGTON CROSSING THE DELAWARE.
An all-line engraving, by Paul Girardet. Painted by E. Leutze.
7. BATTLE OF LEXINGTON.
A photogravure of Henry Sandham's painting, in Memorial Hall, Lexington, Mass.
8. ENGRAVING OF THE DECLARATION OF INDEPENDENCE.
9. PORTRAIT OF WASHINGTON.
10. PORTRAIT OF MARTHA WASHINGTON.
These are photogravures, reproduced from Gilbert Stuart's original paintings, in Museum of Fine Arts.
- 11-15. BUSTS OF WASHINGTON, ADAMS, LAFAYETTE, HUMBOLDT, AND CUVIER.

Upper Corridor.

- 16-21. **BUSTS OF HAMILTON, WEBSTER, SUMNER, PHILLIPS, AGASSIZ, AND HORACE MANN.**

Middle Corridor.

22. **FRIEZE OF THE PARTHENON.**

Six slabs, from the Western Frieze. Probably by Phidias and his pupils about 435 b.c.

23. **BOYS AND GIRLS SINGING AND PLAYING ON INSTRUMENTS.**

Seven slabs. Renaissance Italian. By Luca della Robbia, in high relief. Originally designed for the organ balustrade of the Duomo, Florence; now in the Museum of Santa Maria del Fiore, Florence. (Known as the Choir Boys.)

24. **STATUE OF SOPHOCLES.**

Seven feet in height. Original in the Museum Laterano, Rome.

Found in Terracina, Italy, about 1835, and presented to Pope Gregory XVI.

25. **LARGE ROMAN SCROLL.**

26. **GOTHIC SCROLL.** Thirteenth Century.

27. **GREEK FRIEZE.**

With anthemion and heavy scrolls. From Museum Laterano, Rome

28. **FRAGMENT OF GOTHIC FRIEZE.**

From Notre Dame, Paris.

29. **CAPITAL FROM ST. CHAPELLE, PARIS.**

- 30-31. **TWO MOORISH PANELS.**

From the Alhambra.

- 32-39. **BUSTS OF ZEUS, APOLLO BELVEDERE, DIANA, MINERVA, HERMES**

HOMER, VIRGIL, AND BOY LAUGHING.

Lower Corridor.

- 40-45. **BUSTS OF WASHINGTON, FRANKLIN, JEFFERSON, LINCOLN, GRANT, AND ANDREW.**

46. **THE MINUTE MAN,** after the original.

By Daniel C. French.

Library.

47. **DECORATIVE PANEL.—EDUCATION.**

By Walter Gilman Page.

Class Room No. 6.

- 48-49. **BUSTS OF SHAKESPEARE AND SIR ISAAC NEWTON.**

This room is occupied by the graduating class. None but English subjects will be placed upon its walls. Additions will be made by successive graduating classes.

Class Room No. 2.

- 50. CAPITOL AT WASHINGTON. Solar Print.
- 51. PORTRAIT OF LINCOLN.
- 52. BOSTON IN 1857. Engraving.
- 53. BATTLE BETWEEN THE MONITOR AND THE MERRIMACK.
A mezzotint of W. F. Halsall's painting.
- 54. BATTLE OF GETTYSBURG. Engraving.
Painted by Walker, for the United States Government.

ANNUAL SCHOOL FESTIVAL.

1894.

ANNUAL SCHOOL FESTIVAL, 1894.

The Annual School Festival, in honor of the graduates of the Boston Public Schools, was held in the Massachusetts Charitable Mechanic Building, Huntington avenue, on the afternoon of Saturday, June 30, under the direction of the Committee of the School Board, appointed for the purpose, consisting of Mr. Isaac F. Paul (Chairman), Mr. Willard S. Allen, Caroline E. Hastings, M.D., James A. McDonald, M.D., and Mr. George R. Fowler.

The occasion was honored by the presence of His Excellency the Governor of Massachusetts, members of the City Council and School Committee, distinguished officials and citizens, teachers of the public schools, and parents and friends of the graduates.

The graduates filled the first balcony and about eight hundred seats on the floor of the hall, and were marshalled to their places under the direction of Chief Marshal Augustus H. Kelley (Master of the Lyman School) and his efficient corps of assistant marshals.

The Boston Cadet Band, under the direction of Mr. J. Thomas Baldwin, was engaged for the occasion. Mr. James W. McLaughlin, Special Instructor of Music in the public schools, presided at the organ.

The bouquets provided for the graduates were tastefully arranged on the stage. These were furnished by the following-named florists: James Delay, James P. Clark, Norton Brothers, J. Newman & Sons, Thomas H. Meade, Jennie W. Rogers, David L. Taylor, Jr., A. C. Bowditch & Co., and George Mullen.

After the singing of "Hail Columbia" by the graduates, the Chairman of the Special Committee, Mr. Isaac F. Paul, delivered the opening address, as follows:

ADDRESS OF MR. ISAAC F. PAUL.

Graduates of the Grammar Schools of the City of Boston, Ladies and Gentlemen: In accordance with time-honored custom, we have assembled here to celebrate the annual closing of the Boston schools. To this beautiful festival the School Committee welcomes the representatives of city and State, the graduates of the public schools, and the friends of popular education, who have filled this hall with this magnifieent audience.

We pay tribute here to Boston's excellent school system, to her faithful and intelligent corps of teachers, to the warm public sentiment which demands the very best in all her pnublic school work. That sentiment insists that Boston shall still keep in the lead in all educational matters, that her glory shall be in the schools of to-day, rather than in those of the last generation, and that their excellence shall appeal to all classes of her citizens.

Boston is conservative, but conservatism in educational matters is not necessarily a fault, and while the schools have outgrown some details of executive management which must be changed, she rightly demands that merit, not novelty, be the cause for revolution. She asks for her schools no sensations or experiments. She will hold fast to the old which has been tried and found not wanting, she will add in the new that is good, not because it is new, but because it is good. She asks liberality in expenditure, but economy in management. She demands a fair opportunity for all

her children. She insists that the schools shall return to her intelligent, self-sustaining citizens. Her public schools are the nursery of broad, liberal, intelligent American citizenship. They invite within their portals the children of all classes, all races, all religions. Neither birth, wealth, nor family name is here a passport, and the place of residence changes not the public obligation to the child.

This is the true democracy. Within its sacred precincts we teach lessons of patriotism, we build up character for strong manhood and lovely womanhood, we have no place for polities, for bigotry or creed. All here are equal. From the Kindergarten to the High School, it is a fair field and no favors. We are forming character, we are firing ambition, we are moulding men and women, and the citizenship of the future waits on the school-room of to-day.

And so the State guards tenderly the training in her public schools. On them she relies for her safety and prosperity, for the permanence of her republican institutions, and the character of her citizenship. She sets the standard high. She asks for progress, liberality, and intelligence in their management, and with these she looks with confidence to the future, and cares not for the calamities of to-day.

Graduates of the Grammar Schools, this year's work is finished, you have received your diplomas, and this beautiful flower festival in your honor formally begins your vacation. I wish that to all of you it could be only a vacation, that we could welcome you all to the High Schools next September, to carry on the work you now lay aside. I trust that no one of you who can do so will foolishly neglect the opportunity which the city gives you to so carry on your education. But if for any reason the day High Schools are not for you, this generous city still offers to you the opportunity for further education. She opens wide the doors of her most beautiful school building in the evening to give to you the High School education which circumstances may deny you in the daytime. Come there and spend your evenings next winter, after the day's work is over, and join the large army which all over this city praises the efficiency of Boston's magnificent system of evening schools.

I know whereof I speak, and it is my duty here to say publicly that no money expended for education by the city of Boston yields more practical return for good citizenship than the money expended on her evening schools. The Evening High School of the city of Boston is the brightest jewel in her educational crown, and may the day be far distant when a false economy shall threaten its proper maintenance.

And now, graduates, think not that your education has ended. If you take advantage of your opportunities, it has but just begun. In the age of libraries and magazines, of free day and evening schools, a young man or young woman in this city has only himself or herself to blame who fails to get the equivalent of a High School education. Take it now while you can, and save the mortification which will come to you when you realize it too late.

And as you go out from the Boston schools, go with a determination to make the most of all your powers to become intelligent and useful citizens. Let not your motto be to do as little as you can; the world will then accommodate you and give you little to do. Whether at school, at the bench, behind the counter, or whatever your calling, be alive and do your best. Be true to your school, true to the instruction of your teachers, true to your fellow-men and women, and true to yourselves.

The CHAIRMAN: Massachusetts has always been proud of her educational institutions; her people and her officials are warmly interested in the success of her school system. We have with us to-day the chief executive of the State, who has come to testify his appreciation of our public schools. I have the honor to present to you His Excellency Governor Greenhalge.

ADDRESS OF HIS EXCELLENCY GOVERNOR
GREENHALGE.

Mr. Chairman, my Young Friends and my Old Friends, School Children of Boston and their Parents:

It gives me a great deal of pleasure, it is a sort of refreshing interlude, to come here on this occasion. It is refreshing and invigorating to come into an assembly like this, where youth and strength and loveliness and innocence are represented. I come, you know, for a few moments at least, from the gathering of children of older growth. I come from the Legislature, where more or less agitation prevails, where strifes and conflicting interests make life more or less uncomfortable for a good and quiet citizen; and so I rejoice, particularly, to have a few moments, at least, which I can spend with the children of the Commonwealth.

I do not mean to say that your lives are all going to be quiet; are going to be smooth and comfortable. That is not the lot of men or women. You come here to-day to celebrate the completion of a course of education. You have, of course, a certain feeling of satisfaction in the fact that you have accomplished your work. You are going to rest, to vacation, to recreation, yet even this moment is not without some serious thought. It is a moment not only of relief from study; it is a moment of farewell, of parting from beloved teachers, from beloved schoolmasters, from beloved associations. It is a moment of parting from the bright and clear fountains of knowledge and wisdom where you have been enjoying much for many months past, and so, just as the prisoner left his cell, after many years of imprisonment, reluctant and with some feeling of sadness, as he thought even of the bars and locks,—with some sort of tenderness, as he went away even from the little spiders which had become his friends, as he parted from the little flower which had sprung up through the crevice of the stone floor of his prison, so may you consider that this relief, that this escape, as it were, is not to give one the assurance of satisfaction; all the more you will remember as you go from the lines of knowledge that you have been following, all the more you will remember the work, the devotion of those who have

been carrying you along those lines of wisdom; all the more you will value the lessons of learning, of intelligence, of culture.

My friends, I have said that no life is without its toil, its struggle, its labor. I do not mean to hold up to you any idea that your life is to be different from that of others who have gone before you. We live in a world of strife, of stress, of strain. You are going to your vacation. Let it come to you as a rest, let it come to you as a re-creation,—and mark the pronunciation. I did not say recreation. I said re-creation.

This is important. You have no hiatus in your education as you go out to-day; you still continue your work, but you continue it by gaining strength of the elements of the universe. Let the great forest whisper to you of the strength of the wind that blows from the four quarters of the earth; let the dark mountain teach you something of the secret that will give you something of the strength of the hills, and let the great Atlantic or the Pacific, if you have time to go there, teach you, from its moments of calm and storm, how to meet the calms and storms of life, and then come back from the mountain, from the forest, from the seashore, stronger in body, stronger in mind, stronger in soul, ready to meet again the labors, the tasks, the difficulties which are presented to every human being in this world, so far as I know anything of human beings.

Let the strength of the forest, of the mountain, and of the sea enter into your souls and make you more and more prepared to serve the city of your love, of your birth, of your adoption, this mighty municipality of Boston, and always remember that your loyalty is due to the city and to the country, and to the Commonwealth of Massachusetts, which, through me in this brief moment, extends to this great gathering its blessings and its earnest word of cheer.

The CHAIRMAN: I regret to announce that His Honor the Mayor is unavoidably absent to-day, but he sends to us his representative. It gives me pleasure to introduce to you Alderman Charles W. Hallstram.

Alderman Hallstram spoke the kindly wishes of

the City Fathers. He reminded the graduates that this occasion was an important epoch in their lives, and one of the milestones which marks a part of their life's pathway before them.

He told them how, twenty-four years ago, he occupied a similar position on a similar occasion, being a graduate of the Boston schools. In time, he knew, they would come to appreciate, as he did, the debt that was due to Boston, and feel the same sentiment of congratulation that they were graduates of her schools. Boston has always been liberal with the schools, and he desired that the graduates, as they grow in full manhood and womanhood and go out into the world, should never forget that they obtained their education in Boston's public schools. The citizens of Boston, he assured them, are proud to have such graduates without recompense except loyalty to her.

At the conclusion of Alderman Hallstram's remarks, the Chairman, after a very graceful introduction, presented Mr. Fred. G. Pettigrove, President of the School Committee.

ADDRESS OF MR. FRED. G. PETTIGROVE.

My Young Friends, Graduates of the Grammar Schools of Boston:

You should always remember the fundamental principle that underlies the public school: That the public school is the best representative of the democracy of this country, where all races, all creeds, all religions gather, without any respect to condition, and enjoy the blessings of this great institution — the public school — alike; and that as you go out into the world you must treat your fellows in their broader light, as you have treated them and they you in the common school, with entire justice and respect.

Remember always to be faithful to the flag that floats over this

Republic, and that you are citizens, no matter where you come from, of the greatest republic that ever existed. If you remember these two things, graduates of the schools of Boston, you will make this city worthy to be the capital city of the Commonwealth, whose corner-stone is justice and whose cap-stone is liberty.

The CHAIRMAN: There sits upon the platform a modest, scholarly gentleman, who never asks to be called upon; he is the executive head of the Boston School Department, and I feel sure it will give the graduates great pleasure to greet the Superintendent of Schools, Mr. Edwin P. Seaver.

Superintendent Seaver said the few words he had to utter would come directly from his heart, for he could not restrain his feelings of pride as he stood there and presented to His Excellency the Governor, to the Mayor of Boston, and to Alderman Hallstrom this product of Boston's schools for the prosperous year of 1894.

Never, he continued, has the school's work been more harmoniously and more effectively for the discharge of the duties which they are established to discharge.

He spoke of the good influence of the teachers, and cited instances where, in the later lives of their pupils, their words of advice had been beneficial in preserving moral character. He believed this would continue to be true with the graduates listening to him, and he hoped they would always appreciate many such words spoken to them by their teachers, and he closed with the wish that all such words might be in their lives "like apples of gold in pictures of silver."

At the conclusion of Superintendent Seaver's remarks "America" was sung by the graduates, who then marched across the stage in full view of the audience, each school being designated by a banner with the name of the school printed thereon. Each graduate received from the hand of Alderman Hallstram or President Pettigrove a bouquet.

After the distribution of the bouquets a collation was served to the committee and invited guests, and to the graduates. The doors of the adjoining exhibition hall were thrown open, and the remainder of the afternoon was devoted to dancing and promenading.

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